

# The BUSINESS EDUCATION WORLD

NOV 9 1948

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H

BOOKKEEPING	Peter Pennypacker's Journal .....	Milton Briggs	180
BOOK REVIEW	<i>Audio-Visual Methods in Teaching</i> .....	Robert L. Hitch	160
BUSINESS ENGLISH	The Business Letter of Bygone Years—III .....	Carl Naether	164
BUSINESS LAW	The Case of the Greedy Landlord .....	Ethel Beatty Smith	155
EQUIPMENT	On the Lookout .....	Archibald A. Bowle	190
GENERAL BUSINESS	Q-SAGO Unit: Business Information Services .	H. D. Fasnacht	167
PROFESSIONAL	Report on Professional News .....	Correspondents	130
SALESMANSHIP	Season Selling Gives Selling Experience .....	James W. Kestol	161
SHORTHAND	How Much Skill Should We Expect? .....	Ruth I. Anderson	153-?
SHORTHAND	Use of the Wire Recorder ....	V. A. Musselman and G. Puckett	145
SHORTHAND	Word-Counted Dictation Materials .....	The Gregg Writer	182
SMALL-BUSINESS	A Course for Vocational Schools .....	Sydney Klevorick	141
TEACHER TRAINING	Join the Jury: How Much Vocational Skill? ....	Guest Jurors	148
TEACHING	Beginner's Luck .....	Dorothy Allen	170
TEACHING AIDS	Shorthand Honor Roll .....	Staff	157
TRANSCRIPTION	Our First Transcription Project .....	Margaret Forcht Rowe	177
TRANSCRIPTION	Pretranscription in the Shorthand Class ..	Helen M. McConnell	172
TRANSCRIPTION	The First Lesson in Transcribing .....	Nathan Levine	156

Vol. XXIX

No. 3

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Groups, 130; People, 133; Visual, 137; Nomanotes, 138  
World's Worst Transcript, 176; Wits and Wags, 189

NOVEMBER

1948

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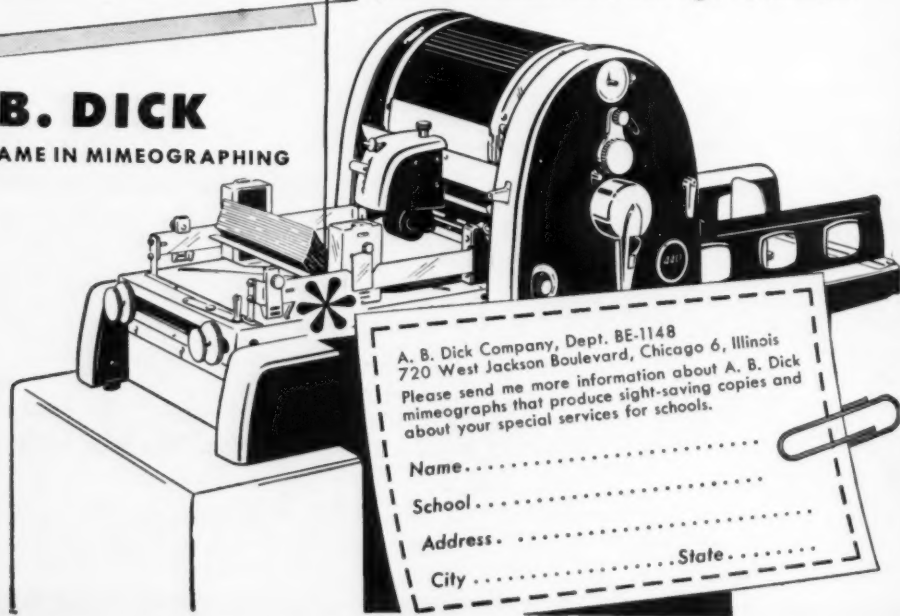
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# *The* **BUSINESS EDUCATION WORLD**

VOL. XXIX No. 3

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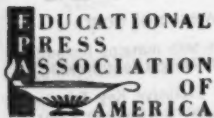
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## **Nonbusiness Typing**

*Trends in Business Education—III*

THERE is one tool of business education that our academic associates would like to have: typing skill. Although they look on other business subjects with disinterested respect, in the same way that business teachers inspect a science laboratory, our professional colleagues genuinely envy us our typewriting skill.

Is this important? Yes, it is. That interest in typing guarantees more nonbusiness typing in the future. Moreover, because that interest in typing may be the one interest our fellow teachers have in business education, it influences their opinion of all our work.

The need for vocational business typing has not decreased, but recognition of a use for nonbusiness typing has greatly increased in recent years. People rarely want "some" typing skill; they want "enough" typing skill for a specific purpose.

Collegians want to type their papers. Homebodies want to type greetings to friends and complaints to department stores. Teachers want to type plans and tests. Authors want to type manuscripts. Salesmen want to type sales reports. Administrators want to type confidential notes. Journalists want to type news stories. More and more people want to type more and more things. The utility of typing is growing.

Because the need for nonbusiness typing is genuine, more instruction in it is being sought. Since the War, numerous high schools have had to reinstitute the elective typing course. Enrollments in evening schools, both public and private, have flooded typing classrooms. Many colleges and universities have opened their typing rooms to nonbusiness students. Now and then there is news of another liberal-arts or teacher-training school that is recommending or even requiring all graduates to have some typing skill. The demand mounts.

Whether this trend will grow or level off *depends as much on our colleagues as ourselves*. For nonbusiness typing to increase, more time must be found in the program of studies and more machines must be purchased—and these are items on which our colleagues have a vote to cast.

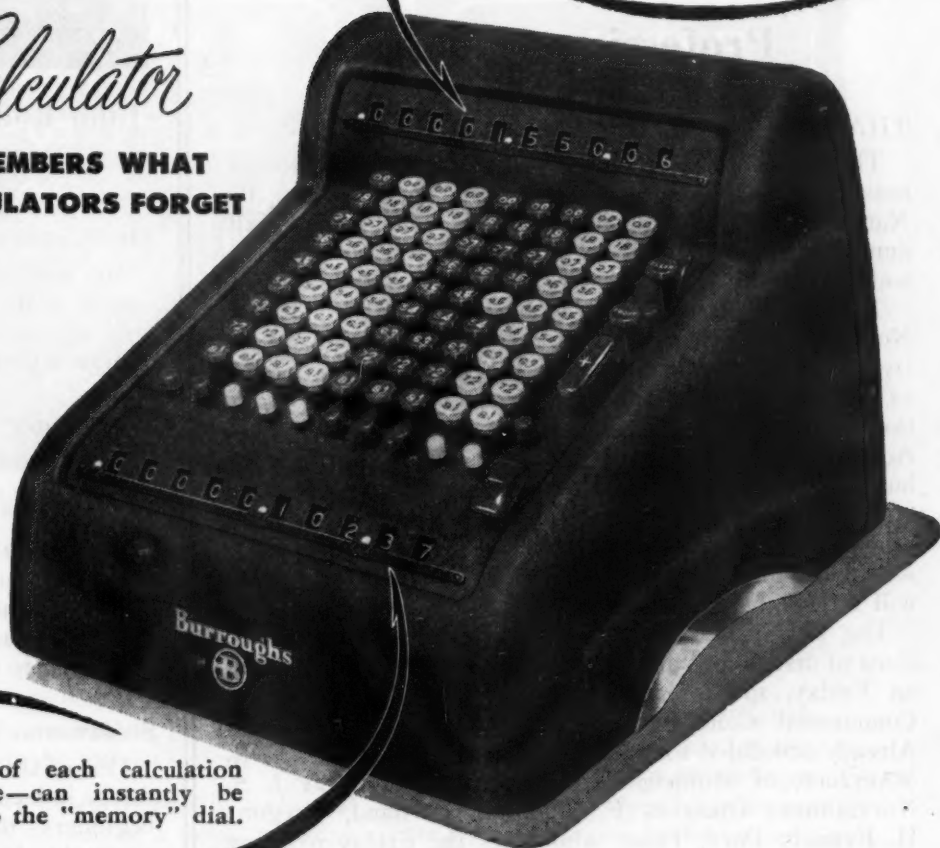
Because educators work with words more than do other people and write a lot and would like to type a lot, it will be increasingly easy for business teach-



*the Calculator*

THAT REMEMBERS WHAT  
OTHER CALCULATORS FORGET

Individual calculations are  
"remembered" here; their net  
result appears automatically.



The result of each calculation  
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One glance at this streamlined beauty suggests that something pretty exciting has happened in the field of figures. It has . . . and Burroughs did it!

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ers to encourage their associates to vote *aye* for enlarging the offerings in nonbusiness typing—and so to guarantee another enriched contribution by business education to general education.

## Professional Report

### THANKSGIVING IN CHICAGO

The Thanksgiving holiday will see a number of business-school administrators converging in Chicago: the National Council of Business Schools will hold its sixth annual convention there on November 24-27 at the Edgewater Beach Hotel.

The general conference will begin on Friday morning, November 26, and run through the next day; but executive preliminaries will occupy the preceding two days, as the Executive Committee meets on Wednesday, and the Board of Directors meets on Thanksgiving Day. Administrators interested in the problems of collegiate business schools meet on Thanksgiving evening. At least one of these preliminary meetings may concern a possible union of interests of American and Canadian business-school organizations, for an official Canadian delegation will attend the convention.

The Friday and Saturday meetings include four sessions of discussions and addresses; a Fellowship Luncheon on Friday, sponsored by the American Association of Commercial Colleges; and a Friday evening banquet. Already scheduled for talks are COUNCIL PRESIDENT E. R. MAETZOLD, of Minneapolis; EXECUTIVE SECRETARY J. S. NOFFSINGER; CHARLES F. WALKER, Portland, Oregon; H. EVERETT POPE, Tulsa, who gives the Friday morning keynote address; DR. JAY W. MILLER, Wilmington, Delaware; PAUL R. JACKSON, Los Angeles; MRS. MARSH PEDERSON, Boston; ROBERT STONE, Chicago; A. D. MCTAVISH, president of the Business Educators' Association of Canada; and H. N. RASELY, Boston.

### YEAR'S END IN DETROIT

The National Business Teachers Association has a fifty-year tradition for sponsoring fine, professional conventions. The 1948 Christmas-season convention, scheduled for the Book-Cadillac Hotel in Detroit on December 28-30, promises to maintain that tradition.

The three-day program planned by PRESIDENT L. H. DIEKROEGER and his associates will present cross sections of every interest of business teachers. There are general meetings for inspiration; there are special round tables for each group of subject specialists; there are departmental meetings for teachers in high schools, private schools, and colleges; there are luncheons and dinners of fraternity and some collegiate groups; there are two



John Robert Gregg  
Said, Many Years Ago

### ON FLUENCY

In writing shorthand, speed with accuracy is just as easy to acquire as slowness with accuracy.

### HESITATION

It is better to write the outline of a new word incorrectly in taking dictation than to hesitate and jump from one alternative to another until you are not sure just what you are going to write.

### SECRETARIAL PRACTICE

One of the most difficult things in business is to get beginners to do things promptly. [So] . . . teach the student to have his notebook ready for work the moment he enters the room.

### READING SHORTHAND

By reading repeatedly the forms become photographed, as it were, on your brain and will come to your pen point more quickly. . . .

### SUMMER SCHOOL

It gives new ideas, renews enthusiasm, makes teaching easier, and—last but not least—adds dollars to your pay check.

## Teachers say:



### Here's why:

**Royal has a dream touch!** The instant you tap a Royal key, you can feel the swift responsive action—the pressure-free obedience of key to finger.

For thanks to the *Acceleration*—Royal type bars actually increase speed as they approach the paper, without increase in the operator's effort.

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THE OFFICE  
TYPIST

by

H. H. Smith

GREGG

40 Integrated Typing Projects

This book is a reprint. It is Part IV of *Typewriting Technique, College Course*. It was reprinted as a separate, special book for a special purpose—

For a College Finishing Course

that business colleges and universities could offer to students who had had previous typing instruction.

This Book Contains

40 integrated typing projects, with 75 thirty-minute assignments. The student works in various departments of a hypothetical business concern. He does real business production projects that both review his previous instruction and build high production rates.

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dances and two banquets. "Something of dynamic interest for each, something of general interest for all" appears to be the formula. The convention theme is itself enspiriting: "Business Education Is More Than Good Teaching."

This year's convention may well have a record attendance. For one thing, the membership of the National Association of Accredited Commercial Schools will hold a joint convention that is in gear with the NBTA program; and NAACS conventions always attract a wide attendance from private-school groups. For another thing, local hosts of the convention will be the Michigan Business Teachers Association and the Detroit Commercial Club—two very active professional organizations. Moreover, the convention dates themselves are a help: they fall midway between Christmas and New Year's Eve; convention go-ers will, therefore, not have to forego either holiday at home.

An outline of the program is given on page 138, arranged to make it easy for BEW readers to plan their own attendance. In the next issue, a full roster of participants will be published.

THE PLACE OF  
BUSINESS EDUCATION

*Note for long-range planners:* The annual Eastertime convention of the Eastern Business Teachers Association (52d in the history of the organization) will be at the Hotel New Yorker in New York City on April 13 to April 16, 1949. The theme of the convention will be "The Place of Business Education in American Education."

The membership campaign of the organization is already under way. The \$2 membership fee (which should be forwarded to TREASURER RUFUS STICKNEY, Boston Clerical School, Roxbury, Boston 19) includes a copy of the *American Business Education Yearbook* and the issues of the *American Business Education Quarterly*, in addition to attendance privileges at the conventions of both the National and the Eastern Business Teachers Association.

RESEARCH  
BIBLIOGRAPHY

If you are teaching research methods or are actively engaged in research, you will want to obtain a copy of the September issue of the *Phi Delta Kappan*: DEAN



CARTER V. GOOD gives six pages of bibliography on the methodology of educational, psychological, and social research. Single copies, at 50 cents, may be obtained from the national office of the fraternity at 2034 Ridge Road, Homewood, Illinois.

#### CABEA OFFICERS

Already well started on a year's program of monthly meetings is the Chicago Area Business Education Association, under the leadership of: ROBERT T. STICKLER (Proviso Township High School), president; RUSSELL CANSLER (Northwestern University), vice-president; HELEN RINEHART (New Trier High School), treasurer; and BERNICE HARTMANN (Oak Park Township High School), secretary. CABEA meetings are held on the fourth Saturday of each month in the English Room of Marshall Field & Company in Chicago.

#### RECOGNITION KEYS

Something new for Alpha Iota, international honorary business sorority: presentation of a gold key to the student in each chapter who earns the highest scholastic average. Inasmuch as a "B" average is required for membership in the sorority, competition for the gold key is keen.

First presentation of keys was made at the summertime convention of Alpha Iota in New York City, when the winners present received their keys at the annual Grand Officers Luncheon. Other presentations have since been made at chapter meetings.

## People

#### COLLEGIATE APPOINTMENTS

M. FRED TIDWELL, from San Jose (California) State, to the College of Business, University of Washington, Seattle . . . DR. CARROLL A. NOLAN, from director of business education for Delaware, to associate professor in the School of Business Administration, Syracuse University . . . MARY STELLA, from Oklahoma A. and M. College, Stillwater, to Secretarial Science Department, School of Business, Texas Christian University, Fort Worth.

DR. STANLEY C. ROBINSON, from Eastern Illinois State College, Charleston, to posi-

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## How to Use BUSINESS MACHINES

by  
Fasnacht  
—  
GREGG

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Voice-Writing Machines

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Teacher Training Methods Courses  
Evening School Courses  
Teachers' In-Service Courses  
Business College Courses  
Summer School Courses

This book serves well, also, as a supplementary text in all office-laboratory classes, on all academic levels. Write—*today*—to the nearest Gregg office for an examination copy of this self-instructing book. It lists for only 80 cents.

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TYPISTS  
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tion of assistant dean in the Division of University Extension and associate professor of management in the College of Commerce and Business Administration in the University of Illinois, Urbana . . . DONALD J. TATE, from New York University, to the Department of Management in the School of Business, University of Utah, Salt Lake City.

ELDRED C. SPECK, from Northwestern University, to the School of Commerce, University of Kentucky, Lexington . . . CHARLES M. BEHRMAN, from St. Petersburg Vocational College, to the Florida Southern College, Lakeland . . . DUANE E. KIRCHOFF to distributive co-ordinator for the Joliet (Illinois) Township High School and Junior College . . . RAYMOND LANSFORD to the Joplin (Missouri) Junior College.

DON CALAME, from East High School, Aurora, Illinois, to the Southwest Missouri State College, Springfield . . . MRS. SARAH H. PATON, from Missouri Valley (Iowa) High School, to MacMurray College, Jacksonville, Illinois.

#### GREGG APPOINTMENT

MADELINE S. STRONY, widely known teacher, author, and demonstrator, has been appointed Educational Director, The Gregg Publishing Company.

Mrs. Strony comes to Gregg with a rich background of practical teaching and administrative experience. She is a high-speed shorthand medalist. A graduate of New York University and a member of Delta Pi Epsilon, Mrs. Strony has been a secretary, a teacher, a director of personnel and placement, and head of a private secretarial school. She has written widely, especially about shorthand teaching and secretarial training, in numerous professional journals.

Mrs. Strony is best known among New York City businessmen for her "Business Girl Clinics" at The Packard School and for the numerous in-service improvement courses she has conducted in large offices. She has frequently given teaching demonstrations and addresses before conventions



Madeline S. Strony

*Announcing the 1948-1949*  
**Esterbrook**  
**NATIONAL**  
**GREGG SHORTHAND**  
**CONTEST**

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**The Shorthand Contest**  
**Students Look Forward To!**

For the first time since the war...Esterbrook announces a Gregg Shorthand Contest...a contest designed to increase students' interest in better shorthand through improved penmanship. In the previous contests, thousands of shorthand students have found that the competition not only is intensely interesting... but definitely helpful.

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NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_ NO. OF STUDENTS IN CLASS \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ ZONE \_\_\_\_\_ STATE \_\_\_\_\_

\*Free Esterbrook Gregg-Approved Fountain Pen to the teacher wherever 15 OR MORE students are to compete.



1555 Shorthand No. 2



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### TYPEWRITING BOOK HOLDER

A simple typewriting book holder for double- or single-hinged books, which slips over the cover of the book, making it stand as an easel and bringing the printed page at the proper angle to the eye. Its use will increase the student's progress. It will relieve eye and nerve strain, and make study less fatiguing. Easy to apply—does not damage the book.

Regular price 50c each, postage prepaid in U. S. Ten per cent discount for twelve or more. Terms, cash with order, or regular purchase order from your school will be honored.

**W. RAY CHALLONER**

101 East Kimball St., Appleton, Wisconsin

of business teachers, and this past summer she participated under Gregg sponsorship in several business-teacher workshops at Midwest and Eastern teachers colleges. Her appointment indicates a richer contribution to business education through Gregg's field and editorial services.

### PROMOTIONS

DR. PETER L. AGNEW has been made assistant dean in the School of Education at New York University and has been promoted from associate professor to full professor of education in the Department of Business Education.

PATRICK E. TEDESCO, commercial teacher and former coach of wrestling at Lodi (New Jersey) High School, has been appointed General Supervisor of Instruction by the Board of Education to succeed Frank Gaciofano when the latter becomes high school principal.

LOWELL CHAPMAN, from the General Motors Institute, Flint, Michigan, to head the newly organized Department of Business Administration, at Lincoln Memorial University, Harrogate, Tennessee.

GEORGE W. ANDERSON, at the University of Pittsburgh, has been promoted from the rank of instructor to that of assistant professor.

OLGA SCHLUETER, former business teacher, has been named principal of the Milwaukee Girls' Technical High School, just a few months after her recent appointment to the school as assistant principal. (Miss Schluter is very well known in Wisconsin professional circles: She started as a business teacher in Bayview High School in Milwaukee; became head of the Commercial Department at Juneau High School; has been called to serve on both Milwaukee and Wisconsin curricular revision committees; and has twice served as chairman of the business education section of the state teachers association.)

EVERETT W. MARG has been elevated to the rank of supervisor of commercial education in Oshkosh, Wisconsin.

### CORRECTION

In our September B.E.W., RALPH H. BAKER was announced as retiring from the principalship of New York City's famous High School of Commerce. He should have been identified as principal of the Yonkers High School of Commerce.

### DOCTORATE

WILLIAM L. CRUMP, director of business education at Maryland State College, Doctor of Philosophy, from Northwestern University. Dissertation: "A Study of the Employment Problems of Negro Office Workers in Integrated and Segregated Work Programs with Implications for Business Education." September, 1948.

### RETIREMENT

PROFESSOR JOHN H. COX, until recently owner of Brown's Business College in Galesburg, Illinois, plans to retire on January 1, after more than fifty years of business teaching and business-school administration. He has sold his school to H. H. HEAD, a member of his staff.

Mr. Cox first came to Brown's Business College in 1897 as a teacher of shorthand, accounting, and other business subjects. Ten years later he became principal of the school and in 1939 purchased the institution. Mr. Cox has been president of the Illinois Business School Association for ten years; he has served his community as



alderman for seven years, as mayor *pro tem* for eighteen months, and as a member of the Galesburg School Board for six years. Mr. and Mrs. Cox will continue to reside in Galesburg at 182 North Chambers Street.

#### BEREAVEMENTS

ALFRED H. QUINETTE, a past president of the Tri-State Business Education Association, died suddenly last spring in his Chautauqua, New York, home. Mr. Quinette was for twenty-five years a member of the faculty of South High School in Youngstown, Ohio, and was a progressive leader in state and regional business-teacher organizations.

MARY M. KARL, director of the Mary Karl Vocational School in Daytona Beach, died on August 4 after a short sickness that ended years of illness. Mrs. Karl was an outstanding leader in Florida vocational-education circles and did much to gain vocational recognition for business education in her state.

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## Audio-Visual

### FREE CATALOGUES

1. General Motors recently released its new film catalogue—ninth edition—that includes nine or ten films of keen interest to teachers of elementary business and economic geography. All the films are free (you pay only shipping expenses to and from Detroit), are 16 mm., and are sound; many are in color. Write to Department of Public Relations, General Motors Building, Detroit 2, for a copy of the catalogue.

2. Another catalogue that belongs in every up-to-date collection is that of the Society for Visual Education, reputedly the most complete library of filmstrips. Address: 100 East Ohio Street, Chicago 11.

3. Obtain also the most recent catalogue from BEVA (Business Education Visual Aids, a firm operated by Dr. CLIFFORD ETTINGER), which specializes in handling films strictly for business educators. The BEVA collection includes not only films available nowhere else but also all the standard motion pictures and filmstrips available from widespread sources. BEVA is essentially a central film library for business teachers. When writing for the catalogue, ask also for a free copy of "How to Order a

Film," by D'Elia. Address: 104 West 61st Street, New York 23.

4. From Encyclopaedia Britannica Films (Wilmette, Illinois) ask for the free catalogue of over 500 titles—be sure to include titles in which you are interested—that together comprise what the producers aver is "the world's largest library of classroom films."

### ANOTHER NEW CORONET FILM

Coronet's stream of interesting sound films for classrooms continues unabated. Newest release is "Punctuation — Mark Your Meaning." Like other Coronet films, this production was prepared with the collaboration of an expert (in this case, Dr. VIOLA THEMAN, of Northwestern University). It contains an interesting story about young people, and makes its point clearly for junior and senior high school students. For rental, contact BEVA, 104 West 61st Street, New York 23, New York; for purchase in either color or black and white, contact Coronet Instructional Films, Coronet Building, Chicago 1, Illinois.

### SOME THINGS ARE FREE

*Typewriter bulletins* is a unique service provided by the Ohio State University to Ohio business teachers. The first bulletin, "Some Practical Suggestions for Improving Instruction in Typewriting," made its debut last spring. A ten-page offset publication, Bulletin 1 presents forthright information and helpful illustrations concerning typewriter height, adjustment of typewriter tables, position of copy, classroom lighting problems, techniques of teacher demonstration, and curricular problems.

Copies of this informative pamphlet are available to those who write soon to Dr. J. MARSHALL HANNA, director of business education, Ohio State University, Columbus.

*Bulletin-board displays* that will catch the attention of all business students and teach them much about the importance of using the proper erasers and colored pencils in business may be obtained from the Eberhard Faber Pencil Company, 37 Greenpoint Avenue, Brooklyn 22, New York. The materials consist of two intriguing "gadgets." The first is a double wheel by which to learn the proper eraser to use on various kinds of paper stock. The other is

## Program

The Fifty-First Convention of the National Business Teachers Association will be held jointly with the convention of the National Association of Accredited Commercial Schools at the Book-Cadillac Hotel in Detroit on December 28, 29, and 30.

**Tuesday, December 28, 1948**

### Morning

- ☐ Meeting sponsored by the NAACS.

### Noon

- ☐ Luncheon sponsored by the NAACS.

### Afternoon

- ☐ Visits with exhibits.
- ☐ Meeting sponsored by the NAACS.
- ☐ Tour of Detroit business offices.

### Evening

- ☐ 8:00. First NBTA assembly, featuring address by Col. Willard Chevalier.
- ☐ 9:30. Reception and informal dance.

**Wednesday, December 29, 1948**

### Morning, 9:30

- ☐ Administrators' Round Table.
- ☐ Social-Business Round Table.
- ☐ Distributive-Education Round Table.
- ☐ Private-School Instructors' Rd. Table.

### Noon

- ☐ Luncheon, Teachers College, Columbia University.

### Afternoon, 2:00

- ☐ Bookkeeping-Accounting Round Table.
- ☐ Office-Machines Round Table.
- ☐ Secretarial Round Table.
- ☐ Special: audio-visual aids program.

### Evening, 6:30

- ☐ Delta Pi Epsilon annual banquet.
- ☐ Annual banquet of the NAACS.

**Thursday, December 30, 1948**

### Morning, 9:30

- ☐ Second NBTA assembly, featuring address by Dr. S. A. Hamrin, followed by dramatization of "How the Student Gets an Office Job."

### Noon

- ☐ Luncheon sponsored by the International Society for Business Education.
- ☐ Luncheon sponsored by the Private-Schools Department of NBTA.

### Afternoon, 2:00

- ☐ NBTA College Department.
- ☐ NBTA Private-Schools Dept.
- ☐ NBTA Secondary-Schools Dept.

### Evening

- ☐ 6:30. NBTA Annual Banquet.
- ☐ 9:00. NBTA Ball, co-sponsored by the Michigan Business Teachers Association and the Detroit Commercial Club.

a push and pull slot device with an arrow that indicates correct pencils and colors to use for various business purposes.

If your students need to be convinced that the details of business are intricate, these displays will do the convincing!

## FILMSTRIP GUIDE

Those in charge of visual-education programs will be happy to know that a monthly compilation of available filmstrips will be published beginning this month. The *Film-strip Guide* will be circulated through \$3 subscriptions. Publisher—The H. W. Wilson Company, 950 University Avenue, New York 52.

## Nomanotes

### GETTING THE FACTS

To the graduate researcher, college lecturer, guidance counselor, and curriculum planner, a pair of fine surveys by two chapters of the National Office Management Association are worth begging, borrowing, or stealing, for they tell some very interesting data about the estimate of and duties of today's crop of office workers.

*The Providence Study.* By gathering data on 1,413 workers in 42 Providence firms, the local NOMA chapter compiled a detailed picture on office performance, briefly summarized here:

1. There is greater need for stenographers and machine operators than for applicants with other skills in office work.
2. About one-third of the companies have a testing program for new office employees.
3. Recent high school graduates match older employees with regard to accuracy, speed, attendance, and punctuality but are inferior in initiative and interest in the work.
4. Three-fourths of the companies believe the high schools should give training for specialized machine jobs.

*The Pittsburgh Study.* Under the chairmanship of FRANK F. SANDERS, supervisor of commercial education in Pittsburgh public schools, and through the joint activities of his department and the Pittsburgh NOMA chapter, an exhaustive study of the office duties of 1,688 employees in 33 firms was made and was supplemented by additional inventories made by 58 office executives in 40 firms.

Detailed frequency tables for various duties are reported for work in these cate-

gories: stenographic; secretarial; "general clerical," including file clerk, general clerk, mail clerk, messenger, and typist; "recording jobs," including billing clerk, bookkeeper, cashier, inventory clerk, and pay-roll clerk; and machine operator, including 8 jobs identified with specific machines.

*Samples.* The ten duties of highest frequency:

#### STENOGRAPHERS

1. Type letters
2. Take dictation in shorthand and transcribe correspondence
3. Type addresses on envelopes
4. Make carbon copies
5. Fill in printed forms on typewriter
6. Copy data from one record to another on typewriter
7. Use the telephone
8. Copy from rough draft or corrected copy on typewriter
9. Type form letters
10. Type telegrams, radiograms, cablegrams

#### BOOKKEEPERS

1. Make entries in ledger accounts
2. Use the telephone
3. Use adding machine
4. Use filing system
5. Examine and/or sort business papers
6. Prepare operating and/or financial statements
7. Prepare trial balances
8. Figure extensions on bills, invoices, statements
9. Verify and/or list information from business papers
10. Figure discounts

Requests for copies of these two revealing studies will be relayed, if your appeal is persuasive, by the headquarters office of the NOMA at 12 East Cheltenham Avenue, Philadelphia 44.

#### SCHOOL CO-OPERATORS

Of all the organizations employing the products of business education, the National Office Management Association is doubtless the best known and largest. Over a hundred chapters and some 10,000 members make up this active group of office executives who together study office administration, seek answers to personnel and office-system problems—and co-operate with the schools.

Evidences of this last are included among these reports of NOMA chapter activities:

*Montreal* distributed copies of its Education Night program, in which business employers were interrogated by business students, to all its members and to school personnel. . . . *Atlanta* is providing speakers to the schools. . . . *Cincinnati*, too, is opening a speakers' bureau. . . . *Gran Rapids* is asking its members to lend office machines and other equipment to schools for use in office-practice classes, while *Toledo* is trying to arrange for members to turn over to schools the office equipment they were planning to trade in on new equipment. . . . *Stamford* (Connecticut) arranged for a Back-to-School Day for local businessmen.

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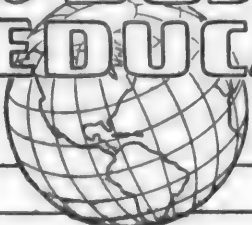
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# The BUSINESS EDUCATION World



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## A Small-Business Course for Vocational Schools

■ SYDNEY KLEVORICK  
Queens Vocational High School  
Long Island City, New York

THE class leaned forward attentively. Eyes were on the speaker. Numerous radios in various stages of completion lined the wide aisles alongside the classroom desks. A score of boys, all in their senior year, were listening to the vice-president of a local bank lecturing on—of all subjects—*credit*.

Why were these boys so interested in the speaker's words? They were interested because it was a topic on which this radio-repair class had been working. Why were these boys discussing credit and how to obtain a loan from the bank? They were members of a special group studying "Small-Business Operation and Management," and one of the topics in the course of study concerned credit.

This group of students, all of whom are studying radio mechanics, comprises one of the many classes in the vocational high schools of New York City that are being used to test the efficacy of giving a course in small-business management to high school students. The experiment began in February, 1947, and is still going on.

### Background: Interest of Veterans

During the war the Army and Navy began conducting intensive courses in Small Business for men about to be discharged. A group of authors prepared

study guides and manuals dealing with the operation and management of a small business in specific fields. Among the many trades included were radio repair and electrical appliances, machine shop operation, beauty culture, and auto mechanics.

These four trades are taught in the specialized vocational high schools in New York City. As a result of the tremendous interest of many veterans and students, the Vocational Division of the New York City Board of Education invited a group of vocational teachers, of various trades, to form a workshop to set up a course in Small-Business Operation and Management. In September, 1946, this group met under the leadership of the supervisor of commercial subjects in the Vocational Division. After a discussion of the need for such a course, the group began to prepare a tentative outline of a course for introduction into the vocational high school curriculum in February, 1947.

### Student Selection, Grade Placement

The students selected for the tryout of the course had to be sufficiently mature to understand and feel personally a necessity for studying small-business operation. They had to be students who would be interested in opening their own little businesses. The teachers' workshop group,

after deliberation and discussion, felt that the students who would profit best from a course in Small Business would be those about to graduate from school. They had interests that would guarantee the desired carry-over into business activities. It was decided to offer the course in either semester of the senior year.

### Teaching Materials

The next problem was to obtain teaching materials. Several books and pamphlets on small business had been published, but all were on a more mature basis than was suitable for high school students. It was found, too, that much of the material presented in these books was not fitted to the specific trades being studied by our groups. Instead of tailoring the course of study around any one text, the workshop group suggested the use of the teaching aids available from governmental and state agencies. Some of the publications that were investigated and found to be the right kind of teaching aids for such a course were:

*Small-Business Series*, published by the New York State Department of Commerce, Albany, New York. This series of booklets treats ten topics, all of which are important in the operation of a small business. The titles are cogent and together suggest an outline for topics in a small-business course of study. If the course begins with the topic, "Why We Go into Business," booklet No. 1, *Starting Your Own Small Business in New York State*, provides practical reading materials. Other titles in the series include *Financial Services for a Small Business*, *Picking a Location for a Small Business*, *Insurance for a Small Business*, *Record-Keeping for a Small Business*, and several others. All these pamphlets were used and are being used now with a great deal of success.

Other publications that were of material assistance in the preparation of the syllabus for the course were the pamphlets published by the U. S. Department of Commerce and which deal with individual types of businesses. Included in

these pamphlets are topics similar to those in the New York series; but, instead of being in general, over-all terms, the topics are related specifically to various trades. We used in the Radio Mechanics class, for example, the Government pamphlet, *Owning and Operating Your Own Electrical and Radio Repair Shop* (price 35 cents). Such books are obtainable from the field officers of the U. S. Department of Commerce or from the Superintendent of Documents, Washington 25, D. C.<sup>1</sup>

### Outlining the Course

The time allotted originally to each topic had to be revised later, when it was found that the great interest of students called for more detailed discussion of some topics. This revision, in turn, affected the final topic selection and arrangement. At present, the course outline includes the following:

UNIT	WEEK	TOPIC
I	1, 2	<i>Opportunities in Small Business—</i> Introduction to Business Problems Desirable Personal Qualities Kinds of Businesses Permits and Licenses
II	3, 4	<i>Financing Your Own Business—</i> Services of Banks Estimating Capital Needs Means of Obtaining Capital Qualifications for Loans
III	5	<i>Locating Your Business—</i> Choosing a Store Location
IV	6	<i>Equipping and Stocking—</i> Purchasing Ordering Merchandise
V	7	<i>Making Business Place Attractive—</i> Layout of Displays Use of Space
VI	8	<i>Selling and Salesmanship—</i> Fundamentals of Selling Dealing with Customers
VII	9	<i>Getting Business—</i> Advertising Art of Communication Use of Telephone Effective Business Letters
	10	<i>Review—</i> Summary of Information Midterm Examination

<sup>1</sup> See "Government Materials to Aid Small Business" (May, 1947, B.E.W., page 507) for an enumeration of 35 such booklets, ranging from 10 cents to 55 cents each, published by the Office of Small Business, U. S. Department of Commerce. Also, send for Pamphlet No. 11595: Department of Commerce Publications of Interest to Small Business, obtainable free from the Superintendent of Documents, U. S. Printing Office, Washington 25, D. C.

- *This course started as an experiment in New York City's vocational schools, where trade students wanted to know how to start their own businesses. It proved something: that business teachers can make a hitherto overlooked contribution by offering a vocational course in general business education! This formula fits your school, too.*

- VIII 11-14 *The Law of Business—*  
 Essentials of Contracts  
 Conditional Bill of Sale  
 Negotiable Instruments  
 Agency  
 Partnership  
 Corporations  
 Leases  
 Fire and Other Insurance
- IX 15-19 *The Records of Business—*  
 Review of Arithmetic  
 Percentage  
 Profit and Loss  
 Discount and List Price  
 Taxes  
 Interest and Commissions  
 Invoices and Statements  
 Cash Book
- 20 *Review—*  
 Summary of Course  
 Final Examination

### The Course Pace

The first term that the course was given, efforts to keep "on schedule" with the original time allotment were successful; but it was clear that some topics were covered too lightly. Too many topics had been included, and some had to be omitted in later revisions. The workshop planning group had perhaps underestimated the students' knowledge in some areas and overestimated it in others.

In subsequent offerings of the course, therefore, considerable flexibility had to be provided. With some classes, for example, the week's unit on "Selling and Salesmanship" is enough; but in others, where student experience was more limited or student interest greater, the week stretched into two weeks, at the expense of some later unit. As rapidly as possible, areas with which students were clearly familiar were deleted or reduced in length—the study of various kinds of business organization and the personal qualities of businessmen, for examples. The workshop group supervising the course is still not satisfied with the course

syllabus, for every item deleted because of time seems valuable; ultimately, the course may have to be expanded to a full-year offering.

### Teaching Methods

To enhance the interest in the course and to have the students fully realize its practical values, guest lecturers, experts in their particular fields, were invited to address the classes. When the classes were discussing how to finance a business and how to obtain a loan from a bank, the vice-president of the local bank visited the classes. He discussed the qualifications for obtaining a loan from the bank; and, in order to impress the boys with the necessity of giving accurate and adequate information to the bank officials, he and an associate put on a demonstration of a man coming to the bank for a loan. The demonstration was followed by a question-and-answer period.

Likewise, when the topic of insurance was taken up, an insurance agent spoke to the group. Good letter writing was discussed by the chairman of the English department. The law of contracts was discussed by a teacher who is also a lawyer. The proper keeping of records was ably handled by a teacher of bookkeeping. Such talks were, of necessity, short; yet they gave an over-all picture of the importance of the topics to be studied—and were wonderful motivation.

Another supplement to routine discussion was to have the students visit businessmen, to discuss with them the daily problems that arise in their management. Many of the boys, already working part time, were encouraged to study the operation of their employers' businesses and to utilize training in up-grading themselves.

## Not Yet Universal

Although appropriate for radio mechanics and other trades where the young businessman can begin with a relatively small capital outlay, the course in Small Business does not lend itself too well to some trades. The course was given to students specializing in machine-shop practice; but these students were indifferent to the materials presented because they felt that they would never be able to obtain enough capital to buy the heavy machinery needed to start such a business. As a result of the experience with the machine-shop classes, the course was streamlined for them, to present a general overview of how a business is started and run. Thus the course is now offered both as a specific related subject to the radio-mechanics students and as a general business course to the machine-shop students.

In some of the vocational schools the course is very popular. A recent survey by the Vocational High School Division disclosed that some schools run as many as nineteen classes in Small Business.

## Who Should Teach the Course?

In many of the schools reporting, the course is given by a teacher of the trade subject who has had some experience in owning and operating a small business. In the opinion of this writer, however, the Small-Business course should be presented by a business teacher. He has the background for the administrative approach. He understands the importance of making proper bookkeeping entries. He knows the value and methods of proper salesmanship and advertising. He has a knowledge of business law sufficient for such a course, and he has mathematical ability. What better training can one ask for? The shop teacher, on the other hand, may have had some business experience. A close examination will probably reveal a few who have had complete experience in their particular fields; but most lack some important business phase.

The business teacher does not have to

be a shop teacher in order to teach the course. With his business background and his general business knowledge, he can assimilate any technical terms necessary. He will always find the students very willing to assist him with right words.

## Forecast

A course in Small Business is not a fad; its practical value guarantees that it is here to stay and to grow. Evidence of its value and a forecast of its future can be seen in a recent report from the Vocational Division of the New York City schools: the experimental groups began with 25 classes in February, 1947; but already the program has expanded to 99 classes, serving 2,911 students—nearly a 400 per cent growth.

The topics selected for the special Small-Business course already appear somewhere in business offerings of the high schools. Some topics appear in the bookkeeping curriculum; some, in the social-business area; others, in merchandising. Combining these borrowings into one practical course is, in effect, adding a valuable general business course on the upper-grade level to the secondary-school program of studies. It is imperative that such a course be offered to all vocational students, especially to the noncommercial students who have had no opportunity to study the business topics before. Indeed, such a course should, perhaps, be offered to all high school students, for every student should be helped to understand the requirements, functioning, problems, and contributions of the business world in which he lives and will continue to live. Even the commercial students can profit from such a senior-grade general business course, for too few of them view their training from the administrative point of view.

Small business is with us permanently; so is a *course* in small business! The New York City course is not yet perfect; but its structure indicates the practicability of offering the course, and its growth indicates the success of the course.



# Use of the Wire Recorder in Teaching Shorthand

VERNON A. MUSSELMAN

Chairman, Department of Business Education  
University of Kentucky

and

CECIL PUCKETT

Chairman, Department of Business Education  
University of Denver

THE problems of improving techniques of teaching shorthand and of reducing the learning period are ones in which experiments are constantly being made. Many new devices and new methods have been advocated, tried and adopted; some have proved successful and some have been discarded. Because of those that have been adopted, the quality of teaching has improved; and speed and accuracy are more easily acquired by students of shorthand.

## Recently Improved Techniques

Among the various teaching techniques that are designed to provide additional dictation and at the same time save the time of the teacher is the use of the phonograph record. Some teachers have gone so far as to dictate their own records on equipment provided by the school, while others purchase records prepared professionally and marketed commercially. This technique has proved beneficial in making teaching easier, providing mechanical dictation, saving teacher time, and giving students an opportunity to take practice dictation from voice. It has aided in taking away part of the drudgery of practice from shorthand plates and has tended to make practice more natural to the student. If this technique is used completely, however, it becomes quite expensive and, therefore, pro-

hibitive to many schools operating on a limited tax budget.

The recent development of sound reproduction by electronics on wire or tape has opened a new and less expensive technique of providing dictation. The use and value of these instruments go far beyond the use that can be made of phonograph records. Not only is it possible to provide "extra" dictation material, but the instrument may also be used to provide supplementary teaching material in the natural voice of the teacher at the very moment it is most needed.

Those who understand the principle of the wire or tape recorder know that the technique of recording is similar to that of disc recording. Dictation is spoken into a microphone; but, instead of being recorded on a disc, the voice is caught on a wire or tape designed to record for fifteen minutes, for thirty minutes, or for an hour. The spool may be rewound in a few seconds, and the machine is set for reproducing the voice through an amplifier in exactly the way it was dictated and at the same rate of speed. When the material is of no further use, it may be erased from the wire by simply setting the machine for dictation and dictating in the same manner as at first, thereby erasing that which is on the wire and recording the newly dictated material.

The machine itself may be purchased at a cost slightly greater than that of a good electric play-back machine, and as many spools of wire as needed may be purchased at a very low original cost. Since the spools may be used repeatedly or may be filed for later use, the cost

- 
- *After a year's experiment, two prominent business educators find that the use of the wire recorder is equivalent to providing shorthand teachers with a classroom assistant. They tell here how to use the recorder—and why.*

is reduced proportionately and a convenient and useful method of reproduction is provided.

### **The Wire Recorder Enhances Individual Instruction**

While the use of the phonograph record was a great step forward in providing additional dictation material for class and laboratory work, it required very careful preparation of the record in advance of its use. Once prepared, it was permanent and no changes could be made in that dictation. These same benefits may be achieved with the wire recorder with the added advantage of being able to change portions of the material without increasing the expense. The teacher may, *at his convenience*, place on the spool of wire the dictation material to be played in class the following day.

While the dictation is being repeated ("played back") in class, just as it was originally dictated, the teacher is free to move about the room, working with students, observing their writing form, helping them with outlines and phrases, making suggestions for improvement, and writing with them, if necessary, for their observation. No longer is it necessary for him to keep his eyes glued to the book and to the stop watch, hoping that the students have made sufficient preparation to enable them to get the dictation as it is given. Because the teacher is free from this routine activity, more of

his time may be devoted to teaching. The teacher's blackboard demonstrations should be considerably improved and made more interesting and effective. The demonstration work may be adapted to each individual's need and done either at the board or at the student's desk.

### **The Wire Recorder Provides Made-to-Order Dictation Practice**

During the time the teacher is working with the class, he is able to detect difficulties among the students, such as awkwardness in writing phrases or brief forms, and lack of knowledge of writing principles. By detecting universal difficulties, the instructor may immediately dictate remedial work designed to correct those difficulties. While the dictation is being played back, he may continue remedial teaching among the students. If time in class will not permit him to do this remedial teaching, he may dictate practice work on to the wire immediately following the class period, and make the machine available to students for remedial practice at other periods during the day. The remedial practice material may be dictated quickly, in any quantity, for one individual or for a group of individuals. It may be adapted to different learning situations, speeds of dictation, or difficultness of the material.

### **The Wire Recorder Provides More Dictation Practice**

When using the wire recorder, the teacher need not assign a predetermined number of pages for the student to *copy* from plates or printed material. The teacher may dictate the material contained in the pages to be assigned, and students may actually prepare their "homework" notes from the spoken word during a laboratory period, thus giving practice in a simulated office situation. By eliminating the copying of material from the printed page as practice work, there will be no occasion to form a habit pattern that has no use in shorthand. Instead, the correct habit pattern, which is writing shorthand outlines



*"You might go a little faster, Miss Jordan, if you didn't stop every other word to lick your pencil!"*

from the sound of the voice, is established. Notes may be corrected by comparing student writing with accurate shorthand plates. Class dictation the following day may be from the same prepared spool that students used in their practice laboratory period, freeing the teacher to observe and to teach.

By using the recorder for dictation practice, the teacher may stimulate and maintain interest in practice work by using dictation material pertaining to current news items—school, local, state, national, and international. Because the dictation can be “wiped off” the spool immediately, it is possible to keep new items before them every day.

### **The Wire Recorder Provides a Variety of Dictators**

It has always been desirable to bring before the shorthand classes different personalities in order that students could have the advantage of recording different voices. The wire recorder makes it possible to supplement this practice and to extend it. Businessmen are usually busy, and it becomes embarrassing to the teacher to ask them to give their valuable time for each new class. Because the wire recording machine is portable, it can be carried into the businessman's office where he can, in a short time, dictate enough letters to fill a 15-minute spool. If variety is desired, a number of different people in the office may combine to fill any length of spool. If permanent recording equipment is available at the school, the material may be dictated from the spool on to another record or spool for filing; or the spool itself may be filed for future use. This method of obtaining dictation from businessmen enriches the dictation material and at the same time saves the businessmen time and the teacher embarrassment. When students become accustomed to the different voices from which they take dictation, they are not so likely to be under the nervous tension frequently experienced when faced for the first time with a new dictator.

### **Summary**

One of the chief worries of a shorthand teacher has been the lack of time to give students the amount of individual instruction necessary for developing *good* shorthand writers. The wire recorder serves the function of an assistant teacher in the classroom, doing the dictating while the regular teacher works directly with students. It further makes available dictation that otherwise would have to be provided either by the teacher himself or by inexperienced dictators, such as fellow students or members of the family. It provides the right kind of remedial dictation at the correct speed needed by individuals or groups of students. It saves the time and energy of the teacher in routine dictation and frees him for the more important function of teaching. It is an aid in utilizing precious class time—it keeps the students busy every minute. It provides a means of bringing to students the voices of real businessmen and dictation that is meaningful to them. Furthermore, the teacher has an opportunity to study his dictation voice and improve on it as time goes on.

No doubt the wire recorder will find a place in the shorthand classroom in many schools in the country. It will speed up the learning process, and the result will be better and more efficient shorthand writers. To a more limited degree, its use will be expanded to the teaching of typewriting dictation, freeing the teacher for observation and remedial teaching in that subject. Wide use may be made of the wire recorder in the study of voice modulation, diction, and grammatical structure so important to the office worker.

Business teachers should investigate the wire recorder because it seems at this time that it has tremendous possibilities as a teaching instrument. It has been experimented with during the past year in secretarial classes at the University of Denver, and results have been most gratifying.

## Join the Jury--

Last spring, at the annual New Jersey Workshop in Business Education sponsored by Paterson State Teachers College, six business educators started a discussion about teachers' qualifications before an audience of some 300 teachers. The clash of points of view—including some from the audience—raised a ruckus that still had not been settled when time ran out. Subsequently the jurors met again. From transcripts of the two meetings, the following edited extracts were selected to show the points of view on the question—

### How Much Vocational Skill Should a Business Teacher Have?

MR. LLOYD: (*Continuing*) Well, then, if if we can't agree on word-a-minute levels, let's take a different tack—

DR. LOSO: You simply can't say, arbitrarily, that a teacher has to be able to type or to write shorthand at just so many words a minute, as if that were more important than teaching ability or teaching personality or interest in student welfare or —

MR. LLOYD: Let me rephrase the question like this, then: Do you members of the jury believe that a competent business worker could succeed today as the teacher of a vocational business subject *without having any training in methodology*? For example, could a thirty-year old, expert bookkeeper walk into a class and teach bookkeeping, or an expert secretary of the same age walk in and take over a class in shorthand?

MRS. VANDERVEER: As a matter of fact, I wouldn't be surprised if one could and do a fair job of it, too. We have to remember that most of us teach as we were taught; a competent office bookkeeper or secretary was taught by someone. He would doubtless immediately begin teaching as he was taught, and whatever method gave him competency would enable him to train others to competency.

MR. BLANCHARD: That's how we got our first commercial teachers, you know. For the most part, the early shorthand, typing, and bookkeeping teachers—especially in business schools—were the schools' own successful graduates.

DEVIL'S ADVOCATE:\* Do you recommend we revert to that procedure?

\* Before the panel began, Chairman Lloyd had explained that any member of the audience or panel could ask a question under the anonymity of "Devil's Advocate." This particular question came from the audience.

MR. BLANCHARD: (*Laughing*) Of course not! But during the war, when teachers went off to the Services, many of the vacancies were filled by office workers. Certainly it is not the best procedure or even a desirable procedure; but, to answer the chairman's question—it can be done. The evidence: It has been done!

DR. LOSO: Nevertheless, methodology is an essential part of the training of any successful teacher. When I say "methodology" I am not thinking of formal methods courses necessarily, but include the excellent professional literature now available. Our year-books, methods books, periodicals, and magazines are full of information about methodology.

MRS. RUBY: Plug for the B.E.W.

MR. LLOYD: Rah, rah! What's your answer to the question, Mrs. Ruby?

MRS. RUBY: I think it would depend as much upon your "expert's" personality as upon his competency. Given a good course of study, a good text, a good manual to accompany the textbook, good supervision, and a genuine interest in doing a good job of teaching, I think your "expert" could probably get by pretty well.

MR. TEMPLEMAN: I agree that it might be possible; but I, for one, would want a teacher who has knowledge of methods. Competency in doing a job is no assurance that one can teach others to do the job. Of course we can draw a mental picture of the extraordinary individual who *could* do it. But, the "expert" worker who has no knowledge of psychology would do a sad job in the classroom. One has to know the learning process.

MRS. RUBY: The Industrial Arts Department in our school has employed men with only industrial experience.



DR. LOSO: Of course, as Mr. Templeman says, it *can* be done, this teaching by the untrained worker, more especially in the skill subjects where—to quote Mrs. Vanderveer—memory serves well. But it would take a person of unusual personality and great strength of self-discipline to compete year after year with properly trained teachers.

MRS. VANDERVEER: Too, that person would have to be an unusually observant type. He would have had to *study* his job instead of simply doing it.

MR. LLOYD: Then you all agree that a competent office worker *could* teach skill subjects, but you believe that methods work is essential to superior teaching—right?

MRS. VANDERVEER: Right. With an adequate personal skill, your expert has a good start. But he still needs methodology to understand tests and measurements, guidance, lesson planning, factors of individual differences, knowledge of research findings, and so on.

DEVIL'S ADVOCATE: On the other extreme, do you believe that an English teacher could take over a shorthand class?

MR. BLANCHARD: Not and get anywhere with it! (*Laughter from the audience.*)

MRS. RUBY: (*Laughing*) Why, Mr.

Blanchard, haven't you heard, "A good teacher can teach anything"!

DR. LOSO: Let's paraphrase that a mite: "A good teacher can teach some things." There are aspects of even the skill courses that are similar to aspects in other courses.

MR. BLANCHARD: Such as . . . ?

DR. LOSO: Well, making assignments, supervising study, encouraging the weak, and directing the strong—all the factors of teacher-pupil relationships. But I do not say that those aspects are enough to make the English teacher a successful shorthand teacher. A good skill-subject teacher must know the pedagogical techniques of building skills.

MR. TEMPLEMAN: And a business teacher has to know more than pedagogical techniques—he has to know how to perform, too. It would be ridiculous for me to think I could teach motor mechanics to a group of boys, when all I know is where to pour in gasoline. (*Laughter from the audience.*) I can't picture anyone teaching shorthand without knowing shorthand. (*Applause from audience.*)

MR. LLOYD: We've a lot of shorthand teachers here today!

MRS. VANDERVEER: Again, it would be possible to envision some remarkable Eng-



■ The jury, as seated above, are (left to right): Clyde I. Blanchard, Editor-in-Chief, The Gregg Publishing Company, New York; Mrs. Sara Ruby, Hawthorne (New Jersey) High School; Dr. Foster W. Loso, Director of Business Education, Elizabeth, New Jersey; Charles F. Templeman, Passaic Valley High School, Little Falls, New Jersey; Mrs. Elizabeth T. VanDerveer, Montclair (New Jersey) State Teachers College; and Alan C. Lloyd, Editor, The Business Education World, New York.

lish teacher, one with a very strong personality, who might actually be able to teach shorthand. By saying, "Class, I don't know anything about shorthand, but let's learn it together! I'll study as hard as you do," he might be able to put it across.

MR. BLANCHARD: I don't think so; not in the least—

MRS. VANDERVEER: Don't misconstrue what I said, please. I certainly don't recommend it!

MR. BLANCHARD: One of the most important factors of teaching shorthand is teacher demonstration. A teacher must be able to write shorthand fluently and accurately on the blackboard. He must be able to show students how easy it is to write shorthand. No one can teach shorthand without having first learned it himself.

MRS. RUBY: You're absolutely right, Mr. Blanchard. To hold the respect of your students, you must be able to perform. When you try to stay one step ahead of the students, it is tough going. I *know*, for I took over a shorthand class one year after not having used my shorthand for five years, and it was certainly hard sledding.

MR. TEMPLEMAN: As a matter of fact, Mr. Chairman, I think the reverse of that question would be more true: a shorthand teacher has a much better chance of being a good English teacher than an English teacher has of being a good shorthand or typing teacher! (*Applause from audience.*)

MR. LLOYD: Well, we are agreed that skill and knowledge are essential to *successful* business teaching and that methodology is essential to *superior* business teaching. Training the business teacher, therefore, requires obtaining a balance between skill and methods. Do you believe that teacher-training institutions are obtaining that balance?

DR. LOSO: Wait a minute, wait a minute. The balance has a third factor, too.

MR. LLOYD: Which is . . . ?

DR. LOSO: The character, the personality, and the interest in teaching.

MR. BLANCHARD: Certainly, Doctor Loso. All educators are as interested in those factors as in other qualifications. But I believe the chairman is correct in trying to pin down the balance between the two factors mentioned—skill and methods—because the personality factor is common to all branches of teaching.

MRS. VANDERVEER: At the risk of seeming

naïve, let me say that I believe most teacher-training institutions *are* obtaining a satisfactory balance between the two factors.

MRS. RUBY: I would not like to make a generalized statement, for I know some schools that emphasize the opposite. I—

DR. LOSO: That's right. And it's natural, too. The philosophy of the individual institution controls its perspective on what is the right balance.

MRS. RUBY: I think, though, that there is a lack of both methods and content training in the social-business fields on the undergraduate level. The emphasis on content and methods in skill courses is, it seems to me, pretty good, by and large.

MR. LLOYD: I am less certain about that, Mrs. Ruby. You have doubtless noted that more and more teachers' colleges are instituting work-experience programs. This is a step toward giving teachers as much experience in *using* their skills as their practice teaching gives them in *teaching* their skills.

MR. BLANCHARD: It is hard to generalize. I have visited some schools where the training program and leadership are such that superior results are obtained *both* in skill and in methods. But, too, there are other schools where, perhaps because of the philosophy referred to by Doctor Loso, either or both are greatly neglected. The fact that business teaching is improving in general, however, leads me to believe that more and more teachers' colleges are obtaining the right balance.

MR. TEMPLEMAN: On the graduate level, however, there is a disparity. Most universities stress methods work. Few do anything on the graduate level with *content* or *skill*.

MR. BLANCHARD: As more and more universities offer this new "supervised work-experience" course, conditions will improve on the graduate level.

DEVIL'S ADVOCATE: What is that?

MR. BLANCHARD: Some of the universities are now offering in their summer programs a two- or three-credit course called something like "supervised work-experience." The university gets jobs for the members of the class. The group works during the day and meets two or three times a week in the evening to evaluate the working experience.

DEVIL'S ADVOCATE: Do the teachers get paid?

MR. BLANCHARD: It is my understanding that they get the regular salaries for the positions they fill. I can see that the future may bring us some graduate courses on the "expert" level in skills, as a result of such work-experience courses.

MR. LLOYD: And that lets me introduce another question, one to which I want you jurors to answer "Yes" or "No" and then justify your response in one sentence: Do you believe that every business teacher should be expected to meet the requirements for a competent worker in the field related to the subjects he teaches?

MRS. RUBY: Yes, for both intelligent teaching and superior teaching; but I do not think this a prime requisite for beginning teachers.

MR. BLANCHARD: Yes, for only by experiencing the real standards and routine of business can business teachers utilize their teaching ability to the maximum.

MRS. VANDERVEER: Yes. However, let us remember that there are degrees of business competency, that a beginning teacher cannot be expected to have attained *executive* business competency by the time he graduates from college, and that his competency will probably be only slightly higher than that of the high school graduate so far as tool business skills are concerned.

MR. LLOYD: That was a long one-sentence justification, Mrs. Vanderveer! (*Laughter from audience.*) Doctor Loso?

DR. LOSO: My answer is Yes, certainly and definitely. What is *your* answer to your own question?

MR. LLOYD: I believe a teacher cannot call himself a business teacher if he cannot qualify for a business position in the subject area in which he teaches. English teachers may not have to be writers; civics teachers may not have to be politicians; mathematics teachers may not have to be engineers; music teachers may not have to be musicians; but a business teacher must be able to "do" his business!

MRS. VANDERVEER: Nice long sentence, Mr. Lloyd! (*Laughter.*)

MR. LLOYD: Just a one—well, *two*-sentence editorial, Mrs. Vee!

DR. LOSO: (*Chuckling*) You know, Mr. Chairman, I'll bet that Saint Peter is scratching his white hairs and reminiscing over the heavenly missionaries who are short in knowledge, methodology, or sales personality! (*Laughter from audience.*)

We can't suggest a patent-medicine, cure-all curriculum for teacher training.

MR. LLOYD: Nevertheless, we're getting somewhere. A while ago I could not get you jurors to agree on skill standards in specific words a minute. But you're now agreeing that the teacher must be a competent business worker. Will you go so far as to agree that the teacher should be *required* to have some occupational experience—by way of guaranteeing that the teacher can meet the requirements for work in his field?

MRS. RUBY: Yes, for teachers of the skill courses; desirable, but not necessary, for others—the junior-business-training teachers, for example.

MR. BLANCHARD: Yes, for *all* teachers in business. Teachers' assignments change and should change. There is no area in business study that can be detached from business experience.

MR. TEMPLEMAN: No! (*Audience murmurs.*) Having business experience is admittedly valuable, but requiring it is something again. I say Yes, for obtaining a permanent license to teach; but because occupational experience is so much more meaningful *after* one has taught than *before* one has taught, I believe beginning teachers should be accepted without requiring occupational experience of them.

MR. LLOYD: Well, Chuck, we'll call that a "provisional yes." Mrs. Vanderveer?

MRS. VANDERVEER: You can call my answer a "provisional yes," too.

MR. LLOYD: And the provision?

MRS. VANDERVEER: That business experience might be required for promotion to supervisor or department head, or for granting a permanent teaching license, but may not be required for *all* business teachers at the outset of teaching. I think the teachers who put the finishing touches on our business trainee certainly ought to have occupational experience—the transcription teacher, the office practice and clerical practice teacher, and so on. But to require all business teachers to have occupational experience would be too big a hurdle.

DR. LOSO: A lot of capable teachers might never reach the classroom!

MR. LLOYD: Is that a Yes or No to requiring work experience, Doctor Loso?

DR. LOSO: Yes and No. While I strongly agree that the teacher should be able to meet occupational requirements, I do not

agree that all teachers should be required to have occupational experience.

DEVIL'S ADVOCATE: Some time ago, in another Join-the-Jury discussion, a group of business educators said that the teacher with work experience should get extra pay.\* Do you agree?

DR. LOSO: Yes, and that is how I'd characterize work experience: It is an extra something, a superior something that should be recognized. It should be remunerated. But it should not be required.

MR. BLANCHARD: I will go along with you part way. It may just be coincidence, but the majority of the best teachers I know have had occupational experience. Perhaps that is because the kind of a person who is going to be a superior teacher will get work experience. While work experience does not guarantee good teaching, the odds are that the teacher with work experience will be a superior teacher.

MR. LLOYD: Summarizing again, you jurors—and the audience by acquiescence, if by no other evidence—believe that teachers should be able to meet occupational standards, that occupational experience is valuable, and that while occupational experience might be a prerequisite for advancement, it ought not to be required of all beginning business teachers. Right? (*Nods, some reluctant; murmurs, but no dissent from audience.*)

DEVIL'S ADVOCATE: That's all very well, jurors; but when you say "work experience," how much do you mean.

MR. LLOYD: Good question. Panel?

MR. TEMPLEMAN: Three months minimum—that is, a summer—in a position approved by the teacher's school executive.

DEVIL'S ADVOCATE: What do you mean, "approved"?

MR. TEMPLEMAN: So that the teacher may get formal recognition for his experience, for whatever purpose he has in mind—advancement, salary increment, certification, and so on—he should invite his school administrator to appraise the job with him, to determine that the experience is specifically tied to the teacher's subject area.

MRS. VANDERVEER: I'd go farther; I'd make that supervised study.

DEVIL'S ADVOCATE: Supervised by whom?

MRS. VANDERVEER: I believe that work experience should be part of the teacher-training program; so the supervision would be by the teachers' college, very much as practice teaching is supervised. If the experience has to be obtained later, it should be supervised as a graduate course in a college or university, as Mr. Blanchard suggested. If that, too, is impossible, it should be supervised by the commercial department head—at least to the extent of visitation or conference with the employer.

DR. LOSO: It is most difficult to say that just so many months should be required, for the amount one can learn on various jobs varies.

MR. LLOYD: Last June, one author recommended in the B.E.W. shifting jobs every two weeks during the summer, in order to get breadth of experience.

DR. LOSO: That's a good case in point. One teacher might learn only four different ways of putting her hat away, while another teacher would fill four notebooks with observations on business practice. An answer might be to set up different levels, as one point of office experience might be evaluated as worth one to four points, depending on evidence that the teacher had got just so much from his experience.

MRS. RUBY: Because the value of experience is not always immediately discernible, we should require a summer's worth of work experience—say, 200 hours of full-time employment on one job—for each of a series of points. Those points or steps might be promotional ones, or certification requirements, and so on.

MR. BLANCHARD: Certainly some formal way of evaluating the experience should be arranged. If a teacher worked eight 30-hour weeks in a summer, he'd have 240 hours of experience—minus coffee time, of course. (*Laughter.*) In a summer-school supervised course, five weeks of 30 hours would be 150 hours, or six weeks would give 180; I would think that would be adequate for each of Doctor Loso's "points." As a matter of fact, I'd go further in requiring those "points": I would say one point ought to be required for a beginning teacher; two, for a permanent license; three, for a department head's job; and four, for teacher trainers! (*Uproar from audience.*)

MR. LLOYD: I think four might be too many; but I'd say that after the second there ought to be a different kind of point—

\* "Does Work Experience Merit Salary Increases?," *The Business Education World*, Vol. XXVII, No. 7 (February, 1947): pages 316-320.



one in which the teacher would have to have an executive position where he supervised the work of at least one other employee. (*More uproar from audience.*)

MRS. RUBY: Wait a minute there! You're getting beyond the bounds of reason.

DR. LOSO: You shouldn't *require* all that.

MR. TEMPLEMAN: I think that sounds pretty good. If we *could* require all four of Mr. Blanchard's "work-experience points," or even his two and the chairman's extra one, we should certainly note a tremendous improvement in business teaching!

MRS. VANDERVEER: Wishful thinking. No matter how nice it sounds, it isn't practical. When you can hardly persuade teachers to go out and take a single summer's job right in their home towns . . .

DEVIL'S ADVOCATE: And why should you demand more of a business teacher than you do of other teachers, when they're all on the same pay scale?

MR. LLOYD: How many members of the audience have had a summer's office job? (*Show of hands.*) Better than half. How many of you have had two summers' work?

(*Show of hands.*) Still about half. Gosh, there's two units for most of you already!

DR. LOSO: Yes, *without its being required*. In other words, your superior teacher will get experience without being required to do so; and it will be better experience because the teacher will take it on her own volition. When business experience pays discernible dividends, it will not be necessary to require it of experienced teachers.

MR. BLANCHARD: They used to say you couldn't require teaching experience, Doctor Loso. The day will come. The day will come.

Will "the day" come when business teachers will be *required* to have business experience? The B. E. W. will pay \$10 for the most interesting letter in answer to that question or in comment on the panel discussion. Readers are invited to send their letters, before December 10, to The Jury Chairman, The Business Education World, 270 Madison Avenue, New York 16, New York.—*Editor*.

- *Have you wondered what skill requirements you should set up for minimum passing standards? Doctor Anderson, famous analyzer of shorthand and typing researches, reviews here the survey study of Grace E. Gylling<sup>1</sup> and reports her findings.*

## How Much Skill Should We Expect?

- A Research Review by  
RUTH I. ANDERSON  
Texas Christian University

THE purpose of this study was to determine the present status of high school shorthand and typewriting through a survey of some state and city courses of study.

*Procedure.* A post-card inquiry was sent to the state departments of education in all states and in 85 of the largest cities asking for a copy of their course of study that would show requirements

in shorthand, typewriting, and office practice for high schools and junior colleges.

Twenty-four states sent courses of study or statements of standards. Of the 85 cities, 16 sent courses of study.

### Status of Present Skill Requirements

*Typewriting.* For the first semester of typewriting, the courses of study of 5 cities or states required a typing speed of 15 words a minute; 5, a typing speed of 20 words a minute; and the highest, 35 words a minute.

For the second semester, the speed requirements in typewriting in 13 city and state courses of study were 25 words a minute; in 3 they were 35 words a min-

<sup>1</sup> Grace Elizabeth Gylling, "The Status of High School Shorthand and Typewriting as Indicated by a Survey of Some State and City Courses of Study," unpublished master's thesis, University of Washington, 1945.

### **This is the Third**

in a series of ten research reviews prepared by Doctor Anderson to tell business teachers the origins and status of today's practices in teaching shorthand and typing.

ute; and in 4 they were 40 words a minute.

For the third semester of typewriting, speed requirements in 6 courses of study were 35 words a minute; in 5 they were 40 words a minute; and in 1, the highest, 45 words a minute.

Six courses of study required a typing speed of 40 words a minute for the fourth semester of typewriting; 6, a speed of 45 words a minute; and 4 a speed of 50 words a minute. The highest speed requirement was 55 words a minute.

The courses of study revealed that typewriting was becoming a general subject that many pupils take for personal rather than vocational use. Second-year typewriting, however, was usually considered a vocational subject.

The investigator stated the courses of study indicate that advances are being made in typewriting instructional procedures, with more emphasis being given to the importance of teaching correct typewriting techniques.

*Shorthand.* For the first semester of shorthand, 4 courses of study required the ability to take new-matter dictation at 40 words a minute; 3, at 60 words a minute. The others did not specify requirements.

For the second semester, 18 courses of study required a minimum passing rate of 60 words a minute. The lowest requirement was 40 words a minute; the highest, 80 words a minute.

For the third semester of shorthand, the lowest dictation speed recommended in the courses of study was 60 words a minute; 4 courses of study recommended 80 words a minute.

Dictation rates recommended in the courses of study for the end of the fourth semester ranged from 80 to 120 words

a minute. A dictation rate of 100 words a minute was most frequently suggested.

*Transcription.* Transcription rates recommended in the courses of study for the end of the second semester of shorthand ranged from 10 to 20 words a minute; the rates recommended for the end of the third semester of shorthand ranged from 12 to 25 words a minute.

Transcription rates suggested in the courses of study for the end of the fourth semester of shorthand ranged from 15 to 40 words a minute. A rate of 20 to 25 words a minute was most frequently suggested.

There was somewhat more agreement on standards for shorthand than for typewriting. Unlike typewriting, there was a tendency to limit shorthand enrollment in some way, the most common basis being English mastery.

### **Comment by Doctor Anderson**

This study, completed in 1945, indicates that there is nearly as much variability in the standards for typewriting and shorthand as was found in studies conducted ten to fifteen years ago.

It is possible that in future studies attempts should be made to determine the standards existing in business offices rather than the standards existing in high schools and colleges. Carefully conducted studies of stenographic standards in various salary levels in business would be of more value to the teacher of secretarial studies than investigations of school standards in these subjects.

[Note: The reader will want to compare his own standards with those indicated in this study, but he should keep in mind always that these are minimum passing standards; average and superior standards would, of course, be higher. It is interesting to speculate also why 24 states and 69 cities did *not* return the information requested by Miss Gylling. Have they no standards? Have they not perhaps formalized their standards? There, it would seem, is a study worth pursuing.—*Editor*]

## The Case of the Greedy Landlord



**A** Margie, a well-dressed and mature girl of eighteen, came to the big city to make her way. She soon is desperate for a room. She approaches Mrs. Anderson, saying, "I will pay anything you ask."



**B** Mrs. Anderson asks plenty! "This room will cost you \$50 a week," she said. "You can move in right away."

Margie said only, "At last a place to hang my hat. How wonderful!"



**C** Three months later Margie is still looking for work and has paid no room rent. Mrs. Anderson is trying to collect the \$600 she says is due her for 12 weeks' rent. Can she collect it?

### What Is the Law?

No, Landlord Anderson cannot collect the entire \$600. Margie, as she is under twenty-one, is legally an infant. Infants are liable for the cost of necessities—and room rent is surely a necessity—but only for the *reasonable value* of the necessities, regardless of contract price.

In this case, \$50 a week would not be considered "reasonable value" for an average infant in an average home; so the greedy landlord could not win her case.

—Pictures planned, posed, and photographed as a class project in business law by the Jamesburg, New Jersey, High School students of Mrs. Ethel Beatty Smith. Second in a series.

# The First Lesson in Transcribing

■ **NATHAN LEVINE**  
Washington Irving  
Evening High School  
New York City

**T**O DEVELOP a skill, as all teachers know, we proceed from the simple to the complex. Because transcription is essentially a skill or a composite of skills, the same psychological principle applies.

The initial presentation should require only a simple letter in an elementary block style. The sample procedure outlined here is recommended for use in the first few periods; I have found it particularly effective with evening-school students.

The aim of the lesson is to teach how to transcribe a letter from shorthand notes. The aim of the group is to turn out a mailable letter that an employer could sign.

## Preview

The preview should include the following five activities:

1. Write on the blackboard the outlines for the following words and phrases. As you write each outline, have the class read it aloud:

shipment, books, shop, care, was, address, reason, determine, nevertheless, promptly, caused, trouble, second, small, street, paper, left, special, taken, also, correct, unable, received, please, first, another, later, temple, why, ten days ago, to see, that the, for that, we are unable, we are sending you, by express, be sure, to write us, we hope, you will receive, you have not, Buffalo, New York.

2. Say to the class: "Now let's see how quickly you can identify each outline as I point to it in mixed order."

3. Dictate the outlines to the class.

4. Have the class read them back (two or three outlines to a student).

5. Say to the class: "Check your outlines against those on the board."

## Presentation

The initial presentation will include the following nine steps:

1. Dictate the following letter at a

rate that will enable even the slowest student to take it down. Building dictation speed is not the immediate aim in the first formal transcription lesson!

Mr. Fred Small, 148 Temple Street, Buffalo, New York. Dear Sir: The shipment of paper and books left our shop ten days ago. Special care was taken also to see that the address was correct. For that reason, we are unable to determine why you have not received it. Nevertheless, we are sending you another shipment by express today.

Please be sure to write us promptly if you should receive the first shipment later. We hope that the delay has not caused you any trouble and that you will receive the second lot this week. Yours truly.

2. Ask a student to summarize the letter.

3. Tell the class to read the letter.

4. Have the letter read back aloud, one sentence to a student.

5. Elicit from the class the required punctuation and paragraphing; have the class insert them in their shorthand notes.

6. Have the letter read back again in the same way by other students—to make sure all have read it.

7. Ask the class if there are any questions.

8. Ask different students for the spelling and syllabication of the following words: *address, nevertheless, second, determine, received, shipment.*

9. Write them in longhand on the blackboard, indicating by a slanting mark where each one can be divided.

## Application

The first actual transcription should be conducted with complete guidance, as shown in these thirteen steps. Say to the class:

1. "We shall now transcribe the letter step by step."

2. "Set your paper guide at zero."

3. "Set your marginal stops for a 40-space line."

4. "Set your line-space regulator at single space."



5. "Insert your paper; make sure the paper is straight." (Teacher checks to see that his instructions are followed.)

6. "Space up 14 single lines from the top edge of your paper."

7. "We shall use today's date." (Write it on the blackboard.) "How many strokes does it contain? We want it to end at the right marginal stop. Can you tell me how to find the point on the scale where we should begin typing?" (Students answer: "Backspace one for each stroke.") "Type the date line."

8. "Space up six times and type the inside address—like this." (Write inside address on board, block form, open punctuation.)

9. "Space up twice and type the salutation." (Write salutation on board.) "Type a colon immediately after the salutation."

10. "Now we are ready to transcribe the body of the letter. John, read the first sentence. As John reads, follow the outlines in your own notes. Now, beginning at the left margin, type the first sentence. Listen for your bell. When it rings, it means you have about five spaces left on the line before your carriage locks. So when you hear the bell, finish the word if it's short and throw

the carriage for a new line; if the word is long, divide it correctly. Avoid going more than two spaces beyond the right margin. The right margin should be kept as even as possible."

11. The teacher follows this sentence-by-sentence procedure with the rest of the letter.

12. "Type the complimentary close, starting it at the center of your paper; comma after it."

13. "Space up six lines. At the left margin type in capitals the initials NL, a colon, and your own initials." (Demonstrate on board.)

### Summary

It is important to emphasize the knowledge factors involved in the lesson. One way of doing this is to follow these steps:

1. Proofread the letter with the class. Read it to them and have them encircle any errors in the copy.

2. Draw from the class the names of the principal parts of the letter.

3. Tell the class that we have just used the block style. Draw from the class the characteristics of this style.

4. Tell the class to type one perfect line of each word containing an error; then to type the letter again—this time "perfectly."

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## Our Center Spread

**N**UMBER 3 in our series of bulletin-board aids is given on the next two pages: a short-hand-achievement honor roll. Next month a bookkeeping honor roll will be given, followed by one for transcription in January.

Type the names in the first column. As students achieve higher rates (at whatever level of accuracy you prefer to establish) on 1-, 5-, and *Gregg News Letter* test takes, indicate progress by placing stars beside the names. By keeping records on all three types, every student has measurable progress to show; no student will be embarrassed by lack of stars.

For 1-minute takes, use a single star. For 5-minute takes (on either old or new copy as you may prefer), use two stars, one above the other so as to make a 10-point star. When students earn *Gregg Writer* awards, use the

10-point star with a large colored dot in the center.

The three scores will not conflict. When the 5-minute-take record overtakes prior 1-minute scores, you need only mount a second star over the one already on the honor roll. When Gregg awards are earned and so overtake the 5-minute rate, you need only add a dot to the double star on the honor roll.

For best motivation, divide the class into equal teams—as many as you wish—and use distinctive colors for each team, like silver for Team 1, gold for Team 2, blue for Team 3, and so on, with red dots used for all. Then, to get higher proofreading accuracy and add motivation, let the captains of each team check the papers of one team of opponents and maintain their records for them.—Editor.

# SHORTHAND HONOR ROLL

[illegible]

KEY: Single Star, 1-minute take; Double Star, 5-minute take; Stars and Dot, Gregg Awards

# "Audio-Visual Methods in Teaching"

■ Reviewed by  
ROBERT L. HITCH  
University of Wyoming

**A**udio-Visual Methods in Teaching is a real "find" for those interested in new and better ways of teaching old and new truths. Doctor Dale, the author, has been an authority in the field of audio-visual methods for many years. He has served as chairman of visual education for the National Congress of Parents and Teachers. He has also served as president of the Visual Instruction Department of the National Education Association. He is author of other books and numerous articles in the visual-education field.

## Too Much Forgetting

The author believes that visual aids offer a way of making learning more permanent, and he interests us by describing the nature of forgetting before he instructs us in methods of teaching for better remembering.

The vast majority of educational experiences to which we are exposed do not "take" permanently. Isn't it ridiculous that \$3,000 worth of our \$4,000 education has been lost through forgetting? The loss is great. This is a truth that should receive the energetic consideration of everyone interested in more efficient teaching. Doctor Dale says bluntly that the fault does not lie so much with the student as it does with the instructor and his teaching methods. In his chapter, "Education for 'Permanent' Learning," we are told that people forget for three reasons:

1. What we learn (or attempt to learn) *does not seem important.*
2. We forget when *we do not see clearly* what it is that we are supposed to be learning.
3. We forget when *we do not make use* of what we have learned.

In other words, says Doctor Dale, the teacher's job is one of showing *significance*

of subject matter, getting the student to appreciate *what* is to be learned, and making sure that he actually *uses* the learning in his daily life. This isn't an easy job, even if it is a correct analysis.

## Not Enough Pleasure

Too much teaching is of the impersonal nature. It is of the mechanical variety, routine, without feeling.

The author describes good teaching in the following passage (which, incidentally, indicates also the almost lyric writing style of the author):

Education must become the rich, active, personal, and adventuresome thing it is when a father teaches his son how to fish, or a mother teaches her daughter how to bake a cake, or a scout leader explains to youngsters how to find their way in the woods without a compass, or a dramatic teacher coaches a play. For in all these situations learning has motivation, clarity, and use to such a degree that permanence can almost be taken for granted. It has in addition a train of other qualities—such as pleasurable-ness, emotional gratification, and a sense of personal accomplishment—which strongly reinforce the learning. If our teaching is to strive for this quality of learning, we must become personal where we have been impersonal, we must become concrete where we have been vague, we must become active where we have been passive. We must become creative where we have been dominated by routine.

## The Experience Cone

*Audio-Visual Methods in Teaching* is divided into three parts: theory, teaching materials, and methods. While your reviewer feels that business teachers will be deeply interested in the entire book, he feels their particular interest will lie in the area of teaching materials.

The author presents the second part of his book, on teaching materials, in the form of a "Cone of Experience." Without us-

.....  
■ *Good teachers strive constantly for greater effectiveness. A continual evaluation of techniques and procedures marks the professional program of every progressive teacher. To that vast group of "good," "progressive" teachers, Mr. Hitch highly recommends, Audio-Visual Methods in Teaching, by Edgar Dale, published by The Dryden Press, 386 Fourth Avenue, New York. \$4.50.*



ing the visual-aid technique of Doctor Dale, we can best create the cone here by simply listing its various divisions.

Visual symbols  
Verbal symbols

(The above involve *symbolizing* in order of increasing abstractness.)

Demonstrations  
Field trips  
Exhibits  
Motion pictures  
Radio, recordings, still pictures

(The above involve *observing* in order of decreasing directness.)

Direct experiences  
Contrived experiences  
Dramatic experiences

(The above involve *doing* in order of decreasing directness.)

The "Cone of Experience" is simply another way, a visual-aid way, of saying that experience is the best teacher and that the straight lecture method is usually teaching in its poorest form. As teachers, we are reminded that we talk too much.

As you study the cone, you recognize that each division represents a stage between the

two extremes—between direct experience and pure abstraction. As you travel up the cone from its base, you move in the order of decreasing directness. Thus, a "contrived experience" is one stage more direct than "dramatic participation," "dramatic participation" is one stage more direct than "field trips," and so on.

Doctor Dale warns that the divisions between the areas in the cone cannot be considered rigid and inflexible. In fact, they often interlap and blend one with the other.

Much consideration is given to each area of the cone. The advantages and disadvantages of using various methods for instruction on each level of the cone are discussed in detail.

Of particular interest to business teachers will be the chapter on "Industrial Arts and Vocational Education." Doctor Dale makes many specific suggestions for the vocational teacher, all of which are practical and concrete.

*Audio-Visual Methods in Teaching* will serve as a tool box for the experienced teacher or the beginner. It is a book you will want in your personal library.

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## Season Selling Gives Selling Experience

■ JAMES W. KESTOL, Co-ordinator  
Vocational High School  
Janesville, Wisconsin

THE next few weeks will be hectic ones for the merchants in every community. The Christmas rush will soon be on, and every store manager knows that the demands of gift shoppers will strain store facilities and service. The need for extra help—efficient, *trained* help, that is—will be tremendous.

This is no news to retailing teachers, of course. Every year they hear the pleas of merchants to "send us some clerks." Every year they see great numbers of students working behind counters and in the billing departments of the local stores—most frequently in jobs the young workers obtained for themselves.

Casually, the problem seems simple: Merchants want workers; students want work experience; therefore, let the stu-

dents work for the merchants. But there are factors that complicate the arrangement—untrained students are not very valuable to merchants; the experience may not be very educative if it is not coordinated with the school's training program; students are sometimes reluctant to work at Christmas time; and so on.

But it can be solved, the whole problem. We solved it in Janesville, our community of 25,000. We solved it in Janesville because we started early.

### Step 1: Meeting the Businessmen

Before presenting a detailed plan to our principal or the student body, we visited the businessmen of the community to ascertain their need for and interest in student clerks. These visits began in October—seven to nine weeks prior to the Christmas rush.

We talked with store managers about

their personnel problems; we asked them whether they would employ high school students as sales workers *if they were trained*; we told them of our proposed special training program. Because they knew they would need more help and because our plan sounded feasible to them, they offered complete co-operation.

### Step 2: Meeting the Principal

With a genuine need and a sincere pledge of co-operation to describe to our principal, it was easy to obtain his permission to make arrangements for a special training program and to recruit trainees.

As a matter of fact, our principal assured us of *his* co-operation and that of his staff. They gave that co-operation, too, not only in indorsing the program and in helping us to prepare recruiting aids, but even in calling a special assembly of students.

### Step 3: Recruiting the Student Workers

At the general assembly, the entire plan was explained to students: They would be paid regular wages for the brief Christmas employment period. They might, though there would be no guarantee of it, find avenues for permanent employment after graduation or for other seasonal periods. They would have to be at least sixteen years old, because of the child labor laws. They would have to obtain their parents' permission. They



"... 'fraid I couldn't tell you—I'm new here."

would have to attend a special training class in the high school, from four until five o'clock, one day a week, for seven or eight weeks.

The number of requirements did not overcome the strong desire to earn some Christmas money. The students were enthusiastic about the program. They were given an opportunity to "enroll" for the program.

### Step 4: Planning a Class Schedule

Each report-room adviser was given a form that eligible and interested students could fill out. It asked for name, age, telephone number, address, and preferred day of the week for attending our special training class.

After a few days had passed, the forms were collected and tabulated. The students were informed that the class would meet on Mondays.

### Step 5: Giving Some Training

At the time when the nature of the training program and its purpose had been presented to the student body, we had made it very clear that the training classes would be adult in nature and that the positions for which the training was being given were adult in responsibility. We had made it clear, also, that the school co-ordinator would assist in placement, but that the young workers would have the privilege of applying for jobs at stores of their own choice if they preferred.

Accordingly, when the training group met for its first meeting, the spirit of the students was good. They were intent. They were purposeful. By stressing the fact that their job success would be determined by their readiness and knowledge and attitude, we found it easy to stimulate worth-while discussion.

No tests were given, and no assignments were made. The class was one of lecture, explanation, and illustration, followed by discussion and practice.

In preparation, the instructor made a limited condensation of the *Retail Sales*

*Technique* manual issued by the Wisconsin State Board of Vocational and Adult Education, so that his presentation followed this outline:

**UNIT I. THE SALESPERSON'S JOB**

- A. Values of a selling job
- B. Requirements for successful selling

**UNIT II. PHILOSOPHY OF SALESMANSHIP**

- A. Philosophy of Salesmanship, Old and New
- B. Classification of Salespeople

**UNIT III. OPENING THE SALE**

- A. Importance of first impressions
- B. Customer attitudes during the approach
- C. Opening statements
- D. The merchandise approach
- E. Approaching the looker

**UNIT IV. FINDING THE CUSTOMER'S NEEDS AND WANTS**

- A. Ways to find the customer's needs
- B. The question method
- C. Sizing up the customer
- D. Determining customer's needs by showing the merchandise, by listening and observing, and by verbal suggestion

**UNIT V. GIVING THE SELLING POINTS**

- A. Ways of proving advantages
- B. How a knowledge of merchandise helps the salesperson
- C. Sources of merchandise information
- D. How to handle price

**UNIT VI. SHOWING THE MERCHANDISE**

- A. How the customer makes up her mind
- B. The proper quantity of merchandise to show
- C. The proper quality to show
- D. Selling more than one customer at a time

**UNIT VII. MEETING CUSTOMER OBJECTIONS**

- A. Sales resistance
- B. Why objections arise
- C. Ways of meeting objections
- D. Handling specific objections
- E. How to avoid arguments
- F. Making it easy for the customer to return to the store

**UNIT VIII. CLOSING THE SALE**

- A. When to try to close
- B. How to help the customer make up her mind
- C. How to ask for the sale

**UNIT IX. SUGGESTION SELLING**

- A. Types of merchandise to suggest
- B. When and to whom to suggest

Depending on the amount of detail inserted in the foregoing outline, a sales teacher can cover the information in as few as six hour long meetings or as many as ten. In practice at Janesville, the instructor preceded each presentation with an extended conference with at least one store manager to obtain specific illustra-

tions pertinent to local buying and selling habits. This enrichment proved to be especially valuable.

**Step 6: Placement and Evaluation**

Because we had obtained the co-operation of the merchants before launching the program, placement was, of course, very easy. Most of the students had been placed before the conclusion of the training program. A student need only say to a store manager, "I am one of the selling trainees at the Vocational School" to have the manager say quickly, "When can you start?"

And when Christmas and its rush were over, the businessmen of Janesville expressed great appreciation for what the school had done to help them. As one manager said, "I hated to let some of those youngsters go back to school. I do have two of them lined up to work for me at Easter and after their graduation next June."

Students were no less appreciative. They were proud of the adult activity in which they had participated; proud of their "inside knowledge" of the stores in which they had worked; proud that they had been able to, as one boy put it, "do a man's job."

These prides were reflected in personal development that surprised the faculty of our school. Jerry, habitually tardy, learning that minutes mean money, became a regular on-time student after his Christmas working experience. Ella, frowsy-haired and unkempt before working, learned to wear a net while selling candy—had to, or lose her job—and continued to keep herself neat when she returned to school. No student was untouched by his experience, of course; and the improved scholastic attitude of the young workers did much to boost selling careers in the eyes of the school faculty.

Why don't you try a program like this one in *your* school? It takes only six steps—and the steps lead to community service, student growth, and all-over fine public relations!

# Correspondence Between 1812 and 1840

*The Business Letter of Bygone Years—III*

■ CARL NAETHER  
University of Southern California

**E**XCELLENT progress in commercial correspondence is indicated by the contents of books published on this subject between 1812 and 1860. There is a decided increase in the number of these publications—the subject is clearly becoming more useful and so more popular—and the sections on *business* letters in many books are expanded, often at the expense of those on social letters.

Types of business letters treated show greater diversification. Specific rules for effective writing—particularly with reference to correctness of sentence structure, clarity and preciseness of expression, and businesslikeness of form—are given considerably more attention than in any book published in earlier eras. For the first time, the authors of some of the more comprehensive works recommend their publications for use as texts in schools; letter writing (social as well as business) was apparently a subject taught in the schools during this period.

## 1813: Shepard

Meant especially for "the rising generation in country towns where they have less access to books of a superior taste," Sylvanus Shepard's *Natural Letter-Writer, Printed for the Public in 1813*, merits brief mention—not for the meager information it offers on business letter writing, but for the author's rather quaint moral lessons, beginning "O Man!"; "O Woman!"; "O Young Man!" and so on.

Dire warning of the dangers of patronizing philandering storekeepers is sounded in this telling lesson:

*O Woman!* When you go to a store to buy a few necessary articles for your family's use, when the store keeper in a very smiling manner accosts you thus "Good morning, madam, I am happy you have called on us to day; we have a fresh assortment by the late arrivals from

Europe." Treating you very sumptuously, with wines and best cordials his store can afford, throwing perhaps three hundred dollars worth of goods on the counter at once, pointing to such and such a piece of fancy goods will suit your complexion best, telling you that such an amiable, virtuous person ought to be decorated with the richest and most fashionable pieces of goods he has got in his store, using all the flattery his smooth tongue is capable of inventing in order to make you believe his assertions. Take care, he intends to entangle you in a snare. Take heed, or your poor husband who is now at home, taking care of your children instead of being treated with the best cordials, will have to take a sip out of the bitter cup of reflection, that his wife has been turning the grindstone!

## 1817: James Hardie

Apparently intended to serve as a school text, James Hardie's *The Epistolary Guide*, published in 1817 in New York, offers some pertinent suggestions in the section "Of Commercial Letters":

The features of a commercial letter are extreme brevity, and a cold and precise attention to the business at hand. Sentiment, elegance of expression, figures of rhetoric, or poetical quotations, would be ridiculous in a correspondence on mere business, and subject the writer to be laughed at, and to be noticed as a pedant or a coxcomb. . . .

Letters should be written on quarto or what we commonly call letter-paper: and as nothing, which has a careless or slovenly appearance, should be suffered to pass through your hands, they ought to be neatly folded, the address should be written correctly and the seal not only fixed in a handsome manner, but so that it may not cover any part of the writing.

The correct use of titles in business letters is explained later on—in "Mode of Addressing Letters, &c.":

The title of Esquire, which is usually abridged into Esq., is, in England, applied to those who are so by creation, and have their names enrolled in Herald's College, or to such as have an independent fortune in land of 300 pounds sterling per annum, being the qualification of a member of parliament. But, in this country, we have no regulations on this subject. It is however, generally applied to persons of independent fortune, to magistrates, sheriffs, coroners, attorneys, and lieutenants of the army and navy.

Mr. is an abbreviation of Master and is prefixed to the names of all persons, on whom we do not bestow the title of Esquire.



Mrs., an abbreviation of Mistress, may be prefixed to the name of any married woman in the United States whatever the rank, or standing of her husband may be in society. In respect to females, we bestow no higher title.

Several men are addressed externally<sup>1</sup> as Messieurs; and internally<sup>2</sup> as Gentlemen, and several women as Ladies or Mesdames.

Friendly or familiar addresses admit the usage of Dear Sir, Dear Madam, or my Dear Sir, my Dear Madam.

In whatever way, we begin a letter, it ought to be ended in the same manner; thus, if I begin a letter with the words Dear Sir, it ought to be ended by saying, I am Dear Sir, Your most obedient, etc.

Among contractions sanctioned are "Gent." for *Gentlemen*; "Prof." for *Professor*; and "Lond." for *London*.

While much of the advice given above is in harmony with current practices, there are noteworthy differences. A case in point is the "friendly and familiar" salutations Dear Sir, Dear Madam, my Dear Sir, my Dear Madam. In today's business letters the use of "Dear Sir" and "Dear Madam" suggests neither a friendly nor a familiar relationship between reader and writer, but an ordinary, even somewhat formal, *business* relationship. Moreover, because they denote even greater formality, "My dear Sir" and "My dear Madam" are rarely used in modern business correspondence. A friendly and familiar greeting almost universally employed in business letters today is simply "Dear Mr. Brown" or "Dear Mrs. Brown."

Author Hardie does not seem to be consistent in his point of view. In one of the foregoing quoted paragraphs, he labels "Dear Sir" as being a friendly salutation, but advises later that a letter so begun "ought to be ended by saying, 'I am Dear Sir, Your most obedient . . .'" thus suggesting not a friendly, but a servile and rather formal relationship.

### 1832: Writing Principles Emerge

The anonymous author of *The Fashionable American Letter-Writer*, published in 1832 in Brookfield by E. Merriam & Co., warns the reader against

"falling into a serval [*sic*] imitation of any author whatsoever. . . . It fetters genius, and is likely to produce a stiff manner. . . . No man will ever become a good writer or speaker, who has not some degree of confidence to follow his own genius. We ought to beware, in particular, of adopting any author's noted phrases, or transcribing passages from him. . . . It is much better to have something that is our own, though of moderate beauty, than to affect to shine in borrowed ornaments, which will at last betray the utter poverty of our genius."

Illogically enough, the author himself does not deign to follow his own advice, for the specimen letters in his book are largely verbatim copies of letters offered in most of the other books above cited.

A rather novel and practical feature of this otherwise unoriginal book lies in the sections pertaining to qualities of clearness, unity, strength, and harmony in sentence structure. Each section offers a few principles of composition. The one devoted to sentence unity, for instance, stresses the following points: (1) "Objects that have no intimate connexion in reality, should not be connected in language . . ."; (2) "Parentheses ought never to be introduced in the middle of sentences"; and (3) "Sentences ought never to be extended beyond what seems their natural close."

While these simple and all-too-brief statements of principles are, of course, a very far cry from the usually long and detailed presentation of theory found in modern texts on letter writing, their inclusion in this early, but otherwise commonplace, book is likely to appeal to the historical reader.

What would be designated as "effective reader adaptation" in modern business writing is stressed in R. Turner's pocket-sized *Parlour Letter-Writer, and Secretary's Assistant*, published in 1835 in Philadelphia. The practical nature of the author's advice on this point is well illustrated by the following excerpt:

It is not enough to consider well the nature of the subject on which we are going to write:

<sup>1</sup>Referring to addresses.

<sup>2</sup>Referring to opening salutation, body of letter, and complimentary closing.

we should be no less attentive to the rank, fortune, and temper of the persons with whom we correspond. A proper sense of their station and character, and of the relation in which we stand to them, will assist and direct us in what we ought to say, and the manner of saying it. They are our superiors, our equals, or our inferiors: we are upon a footing of familiarity, or of bare politeness; they are well known to us, or perhaps entire strangers. In short, the nature of our intercourse may be infinitely diversified. All may require different modes of address. The least indecorum in this respect will often render a letter ridiculous or offensive.

Relevant also is Turner's assertion that:

In all letters on private business, etc., it is proper to use a very simple and moderate style of address, as Mr. A.B.; or, if the law awards him that designation, A.B. Esq. Any more exalted title in a very ordinary letter, is seldom preferred by a man of sense and genuine republicanism.

The title "Esquire" is used in the case of all those ranks in which the official title *follows* the person's name, as,

H. Roberts, Esq., Justice of the Peace  
Frank Mass, Esq., Counsellor at Law  
H. Field, Esq., Professor of History in  
the University of Boston

Types of business letters appearing in this book consist of orders for goods; requests for information, loans, and payment or extension of payment; complaints; and applications for positions. In form, in tone, and in language, these let-



"There it is—do I get the job?"

ters are quite similar to those appearing in the earlier volumes. Nearly all are written in the first person singular, effecting a strongly personal, albeit somewhat egotistical, tone. Expressions such as "I have to acknowledge the receipt of your letter," "I duly received yours," and "I am, sir, your obliged servant," which today would be considered wholly out of place, appear in some beginning and closing sentences. The participial ending, today considered unnatural and ineffective, was used in only one letter, "Hoping to be favored with your future orders," indicating that such endings were not yet trite in 1835.

Judging from the following application, good references played as important a role in the 1830's as they do today:

June 16th, 1835.

Sir—Being informed that you want a steady person to fill the situation of clerk, I beg permission to make you a tender of my services. I can have an unexceptionable character for propriety of conduct and abilities. In addition to which, I can give any security you may please to require.

The favor of an early answer is requested, when, if agreeable, I will do myself the honour of waiting upon you.

I have the honour to be, sir,  
Yours, very respectfully,

Frank Carter, Esq.

### 1836: James W. Davidson

In 1836, D. Appleton & Company published *The Correspondent*, by James Wood Davidson, a compilation of materials from the "best available authorities." It is one of the few early books to offer detailed, and apparently authentic, advice on various usages in letter writing.

Of special significance are the author's remarks on the form of the letter. The inside address, he maintains, in both general and business correspondence, should be placed on the left margin at the end of the letter below the signature—rather than at the beginning of the letter. While Davidson opines that this was then the practice "in the correspondence of educated people," it should be noted that even prior to this time, whenever the writer of a social or business letter desired to show particular respect for his

reader, he would place the inside address at the bottom of his letter below the signature.

Maintaining that American correspondence was fashioned after British correspondence, Davidson asserts that—

Between business firms "Yours respectfully" is suitable for *all* occasions, as is "Gentlemen" for the opening salutation. "Esq.," formerly "Esqre," is the correct epistolary title of all untitled gentlemen, both in England and in America. "Mr." is used in addressing a man of whom we know nothing beyond his sex, and is always respectable in America. This abbreviation is derived from the Latin *magister*—successively Maister, Master, Mister.

The contraction "Mr." was used probably for the first time in 1623 by Shakespeare and read as "Master" at that time. "Mrs." (Mistress) derived from Mister. The word "Miss" was unknown in Shakespeare's time, an unmarried woman being called "Mistress." "Miss," then spelled "Misse," first appeared in *Evelyn's*

*Diary* (1662), but then in a disreputable sense. In a proper and courteous sense "Miss" first appeared in Congreve's *Love for Love* (1695). The titles "Mistress" and "Mrs." for spinsters remained in use long after the introduction of "Miss." As late as 1760, unmarried women were called "Mrs."

"Messrs." is a pre-title, borrowed from the French, and cannot be substituted for "Gentlemen." The salutation "Sir" comes from the Latin *Senior* (elder), it being "Sire" originally, as used in addressing kings.

The use of postscripts the author considers generally an impertinence, but "Business, that knows very little of personal respect, finds occasional need of them and when so necessary (to add an afterthought or emphasis), postscripts should be used freely." Similar in purpose and use is the abbreviation "N.B." (*Nota bene*).

(To be continued)

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## A Q-SAGO Unit On Business Information Services

■ HAROLD D. FASNACHT

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MISS Smith," said the ninth grade business pupil to the librarian, "my father's giving a speech tomorrow night, and he asked me to find out for him the value of manufacturing in this state last year and I'm having an awful time."

"Come, my dear," replied the informed librarian, "a quick turn to the correct page in the proper reference and we'll have it."

"Do you have all facts like that?" quizzed the student, after getting the answer she had sought.

"Perhaps we don't have everything everybody wants to know, but we do have a lot more than people think we have and know how to use. Come back again sometime with several of your classmates, and I will show you what I mean."

### The Approach

A dozen similar situations might be the setting for some good down-to-earth

instruction on business information services. This area is so full of natural problems that the active teacher will not have to look long for an approach to the unit. For instance, there is the skit, "Where Can I Find It?" that can be used to introduce the topic. Turn loose the most imaginative group of students in the class and they will "break the ice" with it. At the same time, the display of numerous sources of information should be in readiness.

### Value of the Unit

Here is a topic of value to everyone. Every individual, whether employed in a large business, in business for himself, or occupied as a homemaker, frequently finds the need for business facts of utmost urgency. This is an area of general-education value, because it does not pertain to any specific occupation alone; yet it is an area to which the business teacher must contribute, inasmuch as most of the

QUESTIONS	SUBJECT MATTER	ACTIVITIES	GOALS	OBJECTIVES
1. What is information service? What kinds are there? Are they all "services"? Why are they important? Which are most needed?	Our <i>Business Life</i> , Third Edition, pages 195-208.  <i>Workbook, Everyday Problems in Business Life</i> , pages 66, 67.	Display: Various sources of business information (directories, and so on). Skit: Where can I find it? Blackboard Display: Twenty-five questions not answered in our text.	1. To be successful, any business must fulfill satisfactorily a needed service.	1. Understanding of the nature of business enterprise.
2. Who renders the service to us? Do business firms? Private individuals? The same persons in every community? Do they all charge for them? Why?	<i>Introduction to Business</i> , Third Edition, pages 100-107.	Chart: List of available sources of business information, with purpose of each. Visit: Committee to a travel bureau. Map: Showing suppliers of information in our city.	2. Our community is better for having the services of its firms.	2. Understanding of the place of business in community life.
3. Who benefits? Which of these services can you use? Do your parents need them? Businesses? When?	<i>Junior Business Training for Economic Living</i> , 1941, Unit 33.	Demonstration: The use of the dictionary. Panel: Businessmen need informational sources more often than our parents. Report: Twenty-five largest cities in United States. Report: Major National Parks.	3. We are all producers, distributors, and consumers.	3. Understanding of the extent to which we are all dependent upon one another's services.
4. What should consumers know? Where would we find each service? Are all of them booklet Magazines? Agencies?	<i>The Fundamentals of Business Training</i> , 1940, pages 455-478.  <i>General Business</i> , Fifth Edition, pages 579-590.	Contest: Looking up a list of telephone numbers. Practice: Finding telephone numbers of class members. Discuss: A reference book should be read from cover to cover. Visit: A committee to public library.	4. To make wise and efficient use of business goods and services, we must be informed consumers.	4. Understanding of the advantages and disadvantages of the consumer's position.
5. What vocations are involved? Who works at them? What do they do? What would a travel clerk need to know? An "information girl"? A librarian? A weather reporter? Is each occupation essential? How much training is necessary?	<i>Preparing for Business</i> , pages 34-52.  <i>The World Almanac</i> .  A good standard dictionary.	Report: Interesting information about your hobby (from encyclopedia, <i>World Almanac</i> , and so on). Chart: Local auto dealers, addresses, and phone numbers. Visitor: Services performed by the public library.	5. A business worker must know where his job fits into the structure of business.	5. Comprehension of the enormous number of vocations in business, and knowledge of the principal duties and functions of the outstanding ones.
6. What personal skills are needed? Do we have them? What is the importance of: grammar? spelling? alphabetizing? a good memory? knowledge of abbreviations? Which ones need improving for personal use? For vocational use?	The local city telephone directory.  <i>Who's Who</i> , or <i>Who's Who in America</i> .  An atlas, gazetteer or/and maps.	Contest: How many telephone numbers can you write from memory? Contest: The best report on a character from <i>Who's Who</i> . Spelling Bee: Words discovered in this unit. Radio Quiz: Business facts about our community.	6. Personal skills (penmanship, arithmetic, spelling, vocabulary, English usages, business techniques, etc.) are essential in getting and advancing in a position and in effectively using the services of business.	6. Improvement in the personal skills (tools) demanded of all business users and workers.
7. What personal traits are needed? Do we have them? What is the importance of: carefulness? accuracy? friendliness? courtesy? Which ones are most important? How can we get me into trouble? Why?	(Note: required background reading will be in whichever text is basic in the course.)	Panel: Desirable personal traits are needed only in business. Poster: It pays to be friendly. Discussion: Our favorite radio quiz-master. Skit: How the secretary got a raise because she knew where to find the answers she didn't know.	7. Proper personal traits (manners, willingness to work, grooming, participation in group activities, etc.) are essential in getting and advancing in a position.	7. Development of the desirable attitudes and characteristics demanded of all business workers.



information that a layman searches for is of a business nature.

### Recommended Activities

Because this unit is more abstract than most topics in elementary business, a wide variety of practical "doing" activities must be devised to keep the pupils purposefully occupied and interested. Some pupils do not like library activities or study procedures that involve anything like research. Ingenuity on the part of the teacher, however, will suggest an unending list of projects of interest to both boys and girls. Those suggested in the accompanying unit outline may be expanded almost indefinitely to include everyday problems possessing valuable solutions.

The successful, lively presentation of this unit (which should require from three to five days, depending on the time available) will require planning and preparation prior to the day it is introduced. At least two committees should be selected and their work outlined a week in advance. One committee will compose a list of twenty-five or more questions covering points of business information not contained in the textbook being used. These questions might include some like: (1) What railroad is the biggest in America? (2) How much in taxes was paid by the people of our state last year? (3) What is the biggest system of chain stores in our country? (4) What single store does the most business? (5) Where can a person get advice on investing money he inherits? (6) What is the biggest city within a 300-mile radius of our city?

These questions and many others will be selected with two thoughts in mind: common interest and logical value to the pupils. The questions to be finally written in the blackboard display referred to in the unit outline should be those the answers to which can be found in the more common sources of business information and in books that are available in the classroom. These no doubt will include the *World Almanac*, *Who's Who*,

a world atlas, the local telephone directory, an up-to-date encyclopaedia, and state or regional highway maps. All these materials are essential in the conduct of a successful elementary business-training laboratory, anyway; this is merely the occasion on which their use is concentrated.

The second committee, which should be at work ahead of time, will prepare the skit, "Where Can I Find It?" This committee will also prepare and utilize the "Display of Various Sources of Business Information," also mentioned in the unit outline. The skit should, as much as possible, develop an original and independent list of questions.

Both committees will co-operate in collecting directories, handbooks, maps, atlases, and other materials not already a part of the classroom library.

On the first day, then, three techniques will be utilized: the source-material display, the blackboard display of questions, and the skit.

Several other questions are suggested in the unit outline under (3), (4), (5), and (6). The pupils themselves can be encouraged to take the initiative in supplying many more similar projects. Since the purpose of these projects is not so much to gather specific factual knowledge as it is to develop a working, systematic knowledge of *sources* of facts, a great deal of latitude may wisely be allowed in the questions used.

If it is at all possible to secure them, enough telephone directories should be on hand (last year's issue will suffice) to provide one for each pupil. Contests always stimulate interest via the competitive spirit. Looking up a list of telephone numbers is not only an avenue to interest itself but helps to develop a sense of alphabetic relationships and the ability to work rapidly under the pressure of time.

Not much attention has been given to vocations except to show how a few vocations may use knowledges and sources of information developed in the unit. This is more strictly a unit on consumer information. For that reason, greater ef-

fort and time should be devoted to the more common sources of information mentioned rather than to those not readily available to the layman in ordinary life.

### Desirable Outcomes

Although not measurable so tangibly as the end-results of some teaching units, some very definite tendencies, interests, and outcomes should be observed in addition to the chief ones stated in the unit outline objectives:

1. Because of the repeated and extensive use of the alphabet and its relationships, pupils should now be ready to go directly into a unit on filing.

2. A breath of knowledge on fields closely related to business information will have been opened to the class.

3. Interest will have been stimulated to discover material not strictly a part of the elementary business-training course, which may lead to—

4. The beginning of an interest in some new hobby.

5. Systematic work habits have been forced into action that involved a wide variety of intellectual abilities.

### Q-SAGO Materials Previously Published

1. *General.* How to Use Q-SAGO units was explained in detail in the October, 1947, B.E.W. How to organize a class for Q-SAGO activities was reviewed in the November, 1947, B.E.W.

2. *Specific Unit Plans.* The following units have been published thus far:

Month	Year	Page	Unit
October	1947	96	Checking Services
December	1947	215	Advertising
January	1948	293	Shipping Services
February	1948	363	Consumer Credit
March	1948	415	Life Insurance
April	1948	484	Selling
May	1948	550	Business Careers
June	1948	603	Local Transportation
September	1948	24	Telephone Service
October	1948	98	Family Insurance
(Current)	1948	167	Business Information

3. *Back Issues.* Back issues of the B.E.W. containing the above materials may be obtained for 25 cents each. Bound Volume 28 [cost, \$4] contains all the Q-SAGO materials published prior to this school year.

## Beginner's Luck

■ DOROTHY ALLEN  
Union High School  
Delano, California

**B**EGINNER'S luck is a wonderful thing. It is the factor, I think, that makes the first semester of teaching possible, makes the first mistakes bearable, and makes many of the first successes accountable.

I had luck from the day I finished my training. I finished my program at the University of California at Los Angeles, under Dr. Sam Wanous, in January—not usually the best time of year to look for teaching positions. But, as it happened, several vacancies were available; and I was able to select one that turned out to be exactly right—my first stroke of good fortune.

Because I had been born and raised in huge metropolitan Los Angeles, I had always wanted to teach in a smaller community. I had an opportunity to realize the wish. I found a position in Delano, a town of 7,000 in the San Joaquin Valley, with about 850 students in the high school. Delano is 135 miles from Los Angeles—close enough for frequent visits home, far enough away to have its own personality. It is in a rich agricultural district, and consequently the school equipment is excellent and supplies ample.

Lady Luck was still riding with me when I received my first teaching schedule. As I was to be one of four business teachers in the school, I hardly knew what to expect; so when I found I was to teach classes in first-year typing and first-year shorthand, I was immediately pleased, for these subjects were my specialty fields.

### The First Day

My first day of teaching was unlike that which most beginning teachers experience, for I had to pick up the in-

■ *Miss Allen's report of her first experiences in teaching will make veteran teachers sigh with pleasant recollections of their own beginner's luck. Third of a series that began in September.*

struction at the point to which my predecessor had developed it. Our high school runs on a year rather than on a semester basis; so all my classes had been taught by my predecessor right through the day before I joined the school faculty. The immediate problems, of course, were to take inventory of achievement and to accustom the students to my teaching procedures.

On that first day, therefore, I made it clear to the students that no two persons do things identically; that we might find ourselves experimenting with new ways of running the class, "to make your work easier for you"; and that suggestions from the students would be welcome. The students were cordial and receptive; and although it was long before I heard "Miss Blank said we could . . ." for the last time, it was only a short time until the classes were running smoothly.

Calling the roll that first day was the one nightmare I shall long remember. Names always have been difficult for me to remember and to pronounce; so when I was confronted with such a roster as Niraïke, Guimarra, Zoninovich, McElhaney, Hanemian, Maerzke, and many Spanish names, my mistakes were numerous. My tongue got so twisted that it was hard to say even the simple names. I was embarrassed anew with each massacre of a name, and yet I wanted to laugh at myself. I was afraid to laugh for fear the class would get out of hand. As I continued to call the roll, I felt tension building among the students; they, too, wanted to laugh but didn't quite dare. After one *very* bad pronunciation I could hold off no longer—and we all laughed together, breaking the ice and establishing a rapport that not only helped that first day of class but lingered on to the end of the term.

### What About Teaching in a Small Town?

The many stories discrediting the life of a teacher in a small town had given me some qualms; but, if they are generally true, my Lady Luck is still with me. I have never had to experience restraints. No one has hindered my activities. In this town, the parents and the general citizen treat the teachers as persons of importance. Their respect is buoying.

In a school the size of ours, the teachers, the students, and the parents all come to know each other pretty well. The social life of the students is centered in the school, in its clubs, in its activities. The school athletic events—dances, parties, picnics, hay rides, dinners, and banquets—are keynotes in community life. In sharing these activities the teachers get to know both students and parents well. Teachers are frequently guests in private homes in the town. We teachers have our own faculty good times, too; there are thirty-five of us—just enough.

In most rural communities, few students look forward to any further education after high school, and Delano conforms to this pattern. Nearly all the students take terminal courses, of which business education is a popular one. Students know that they will soon be out earning a living; so training is serious. Our business courses are taken by students who *want* to take them.

When I first entered teaching, it was with the thought that I would teach for a few years and then would . . . change. But my experience in teaching in a happy school, in a well-equipped business department, in pleasant surroundings, with purposeful students, and in an hospitable community has changed my mind. I'm in the teaching profession to stay!

# Pretranscription Emphases in the Shorthand

**S**TUDENTS in the shorthand theory class should always know that what they are learning is a *means*, not an end. Shorthand theory is a part of the network of skills that make up transcription; so, in shorthand the transcription goal should always be kept clearly before the student.

The function of the transcription teacher is to weave the many threads involved; but so complex is that task that it should be begun as early as possible in the training programs of each skill related to transcription. Dean Wilbur<sup>1</sup> has pointed out that *all* business teachers must help develop word sense. Marie M. Stewart<sup>2</sup> has shown how business English teachers can contribute to the vocabulary readiness of stenographers. Eleanor Tahaney<sup>3</sup> has outlined a program by which typewriting teachers can make special contributions to transcription preparedness.

But heading the list of persons responsible for getting our students ready to achieve vocational standards in transcription should be the shorthand theory teacher. He, above all others, has the opportunity and the responsibility for launching students on the voyage of discovery that leads to transcription.

## Planning a Full Pretranscription Program

The shorthand theory teacher must recognize the innumerable opportunities that present themselves daily in the shorthand class, opportunities to expedite the attainment of expert transcription ability. But it is not enough to depend on those haphazard opportunities: a long-

■ HELEN M. McCONNELL  
Christopher Columbus High School  
New York, New York

term teaching plan must be prepared to guarantee the linking of all those opportunities into a functioning pretranscription program.

The long-term plan must include both daily activities that are naturally a part of shorthand mastery itself and periodic emphases to assure that each of those activities are in fact being developed and being focused on the transcription function.

The daily activities include systematic survey testing followed by remedial practicing; complete automatization of brief forms and special forms both in and out of context; automatic punctuation of increasingly difficult material; attention to spelling families until they become so familiar that they present no difficulty in any pen-written transcript; attention to each instance of homonyms, and so on. If these aspects of transcription are observed daily (and there is no excuse for their being neglected), there will be no need for the transcription teacher to waste time on these factors. The transcription teacher needs every possible minute for writing and transcribing shorthand.

What are the shorthand factors of teaching and learning that lead to transcription efficiency? At least these: reading facility, writing facility, spelling knowledge, punctuation knowledge, the integration of those factors, and the elimination of errors. Let us look at them separately.

## Reading Facility

Reading facilities can be best attained through requiring extensive and thoughtful reading by the students. Reading assignments should always be checked by

<sup>1</sup> Elmer C. Wilbur, "Pretranscription Training," *Business Education World*, Vol. XXVIII, No. 6 (February, 1948): pages 246-247.

<sup>2</sup> Marie M. Stewart, "What Is Your V.Q. [Vocabulary Quotient]?" *Business Education World*, Vol. XXVIII, No. 4 (December, 1947): pages 232-234.

<sup>3</sup> Eleanor Tahaney, "Effective Pretranscription Training," *Business Education World*, Vol. XXIX, No. 1 (September, 1948): pages 41-44.



## Theory Class

the teacher, through intelligent sampling, to see that the work has been done, and has been done *intelligently*, with comprehension of the message or story.

Sampling may be done in many ways, offering the teacher a chance for a variety of activity: reading timed against a stop watch, to inculcate instant recognition of practiced material; reading of isolated outlines—the last outline on each line in plates, for example—to show that memory does not play too great a part; summarization by the pupil of what he has read; reading alternate sentences or paragraphs; reading the last sentence of each paragraph; reading from an arbitrary starting point, which helps the student find and recognize a single shorthand outline on a page; and so on. The variety is helpful, for it prevents students from circumventing the purpose of study by knowing how the reading will be sampled.

In all these reading activities, there will be shorthand outlines that cause confusion if they are not learned correctly the first time such as *this* and *your*, *definite* and *different*, *instant* and *instance*, *accept* and *answer*, *filed* and *signed*.

Reading should always make sense, and the pupil should be trained to see ahead and interpret the unfamiliar outline through ordinary comprehension. "Parking" on an outline that is difficult to read is time wasted; a glance ahead usually gives the clue and at the same time improves both the quality and the quantity of the material read in a given time. When the pupils write from plates with their texts open, from familiar matter or

from new material, a portion of their shorthand notes should be held over until the next day's lesson in order to give them an opportunity to transcribe what are called among the members of our profession "cold notes."

### Writing Facility

The materials and their use in writing shorthand are important. Too often this importance is minimized. Quality of paper, of pen or pencil; the numbering of pages; the numbering of each letter taken; the skipping of a line between parts of a take; facility in turning notebook pages—all these details, minor in themselves, form a working pattern that can be conducive to easy and expert shorthand writing.

Dictation should begin with familiar material, repeated again and again for the improvement of writing facility, but with changes in word order, in word formation; with omissions and substitutions; and with any kind of paraphrasing that will prevent memorized sampling. Dictation should also be given for different purposes, and the pupils should always be aware of these purposes—dictation for the application of theory, which should be slow enough for the slowest pupil to get; dictation for fluency, where the emphasis should be on proportion of stroke and ease of writing; and dictation for the building up of sustained-power ability to take shorthand notes over longer and longer stretches of time.

Everything that is written should be sampled—all of it, at first. Shorthand pupils can always read what they have written if it is written with proportion and without hesitation. Therefore, brief forms and their families, special forms

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■ *Here an experienced teacher, author, lecturer, and demonstrator outlines those teaching procedures that can and should be observed in the shorthand theory class in order to lay the groundwork for a quick transition to transcription. These activities, moreover, support, rather than interfere with, actual progress in mastering shorthand theory.*

and their families, frequently occurring words and phrases like *pamphlet*, *catalogue*, *however*, *at the same time*, *at once*—should be automatized. If the pupils understand why they should learn these words so thoroughly, their attention is at once focused on them, and they take pride and attain great skill in writing them correctly.

### Spelling Knowledge

Lists of words should be prepared by the teacher to be required as spelling lessons in each unit of work and to be incorporated into the testing program. Simple words like *here*, *too*, *their*, *know* form the basis for the early learnings to which will be added, as the shorthand class proceeds, words like *separate*, *inconvenient*, *procedure*, *referring*, *occurred*, and so on. Words frequently misspelled should be kept on the blackboard permanently and the list modified as improvement is shown. The use of the dictionary should be taught in the shorthand theory class, and if necessary a class period devoted to a detailed explanation of its use. From time to time the teacher should supervise an individual pupil's use of the dictionary to be sure that the pupils know the alphabet, the meaning of the symbols and markings used, and so on. The correct observance of the rules of hyphenation should be required at all times.

### Punctuation Knowledge

Differences of opinion between the secretarial and the English departments will be avoided if the shorthand teacher stresses the point that the punctuation used in our work pertains to typed material. There are certain rules of punctuation that can be taught and learned. If these rules are few in number at the start and increase in number gradually, it will be easy for correct usage to become habitual. Punctuation at the ends of sentences, the use of the comma in compound sentences, and the use of the colon after the salutation should form the entire punctuation learning in the first few months in the shorthand class. These can

be augmented a little later with the use of the comma after transposed or introductory clauses, and the setting off of parenthetical expressions and transition words can be the next step. Simple possession is easy if taken bit by bit. The best way to teach punctuation usage is to picture it. The word *however* written like this "*however*," on the blackboard the first time it occurs will not be forgotten if the teacher is wise enough to refer to it each time it occurs, especially by calling on those pupils who have made an error in its use.

### Integration

The material for homework preparation and the supplementary material used by the teacher for classwork purposes should be screened beforehand to open up opportunities for pertinent questions about the spellings, meanings, hyphenations, and punctuation usages that have been previously learned. This necessitates careful selection of all such material.

Oral transcription should always include the insertion of the major marks of punctuation and all those punctuation marks that have formed the core of the cumulative class learnings. If the pupils have been trained to insert in their shorthand notes the "end of the sentence" punctuation, as though that mark meant "start a new sentence here," instead of "end a sentence here," great improvement in comprehensive reading will follow.

Words that have presented spelling difficulties should be spelled orally by the pupil and written on the board by the teacher for effective emphasis. Of course, the best way to insure improvement in learning is to point specific questions to those pupils who have evidenced weak learning on these points in the past. Mary will not repeat her mistake on the spelling of the possessive *its* or the word *inconvenient* if her first error on each of these words has been isolated and she is made the "expert" in answering all questions on these particular spellings.

All test materials should be geared to these points of learning, preferably in

contextual form. If the pupils have been made aware of the desirable outcomes inherent in the teacher's program, they will be alert to allow no learning to escape their keen attention. Every normal pupil strives for success.

Error Elimination

All tests should be administered and analyzed by the teacher: the errors should be listed in order of frequency and presented to the class as a basis for remedial teaching and future testing. Errors that stem from poor notes can be overcome through a system of weekly theory tests followed by intensive practice on areas of errors. Errors caused by poor English comprehension can be eliminated gradually through a program of extensive reading assignments, followed by relevant

questions as to meaning or by the requirement of summaries written in shorthand as part of the homework preparation.

Summary

It is clear, then, that, without impairing in the least the mastery of shorthand theory, the teacher of shorthand theory can do much to prepare the students for higher skill in the ultimate transcription function. Indeed, emphasizing those procedures—reading for facility, writing for facility, spelling with accuracy, punctuation with accuracy, integration of skills, and elimination of errors—will do just as much to improve the learning of shorthand as it will to improve its transcription! The shorthand teacher cannot escape his responsibility; and if he accepts it, he can achieve . . . doubly.

Statement of the Ownership,  
Management, Circulation, Etc.

Required by the Acts of Congress of  
August 24, 1912, and March 3, 1933

OF THE BUSINESS EDUCATION WORLD,  
published monthly, except July and August,  
at East Stroudsburg, Pennsylvania, for Oc-  
tober 1, 1948.

County of New York } ss.  
State of New York }

Before me, a notary public in and for the State and county aforesaid, personally appeared Guy S. Fry, who, having been duly sworn according to law, deposes and says that he is the business manager of THE BUSINESS EDUCATION WORLD and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, and business manager are: Publisher, The Gregg Publishing Company, 270 Madison Avenue, New York 16, N. Y.; Editor, Alan C. Lloyd, 270 Madison Avenue, New York 16, N. Y.; Business Manager, Guy S. Fry, 270 Madison Avenue, New York 16, N. Y.

2. That the owner is:  
The Gregg Publishing Company, 270 Madison Avenue, New York 16, N. Y.; Janet Kinley Gregg, President, 270 Madison Ave-

nue, New York 16, N. Y.; Guy S. Fry, Vice-President and Treasurer, 270 Madison Avenue, New York 16, N. Y. Estate of John Robert Gregg, Janet Kinley Gregg and R. B. Scandrett, Jr. (30 Pine Street, New York, N. Y.), Executors.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: None.

4. That the two paragraphs, next above, giving the names of the owners, stockholders and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

Guy S. Fry, Business Manager.

Sworn to and subscribed before me this 1st day of October, 1948. (Seal.) Margaret E. Zeberle. (Commission expires March 30, 1949.)

# RAYMOND & WIGENT, INC.

489 Madison Avenue

Plainfield, New Jersey

November 1st, 1948.

Mr. Otto Schmidt  
1894 Broadway  
Plainfield, N. J.

Dear Mr. Schmidt,

Our Client the First National Bank has referred to us for attention and collection your 2 notes. The first was for the sum of \$900 and was dated August 21st. The other was a note for \$1,200.00, dated September 31. Both notes were payable in ninety days, bearing interest at the rate of 3 percent per annum from date until paid. The collateral for both notes is 30 shares of the capital stock of the American Iron and Steel Company. The par value of each share is \$100.

The maturity dates on both notes is now long past due. The bank officials has requested us to try to make a settlement with a weak in order that they may close the transaction on their books. If you will be good enough to settle immediately it will save trouble not only for us but for you too in the end.

Should you not respond to this request, the bank has instructed us to take the necessary steps to collect on these notes. Therefore, unless you inform us within a week or ten days that you intend to take this matter up immediately we shall have to foreclose on us. We must do this, of course to protect your client.

Possibly there is some very good reason why you haven't paid these notes. It may be that business setbacks have prevented you from meeting your obligations more promptly.

We wish to be reasonable in this matter. The bank officials however do not object to receiving no answers to their numerous letters. As your office is but a few blocks off us; why don't you drop in, to see us. Our officers are open from nine to five every day.

Very truly yours,

RAYMOND AND WIGENT, INC

Vice-President

PCR:ach

■ This is the third of our 1948-1949 series of "World's Worst Transcripts." "Par" for a "junior" certificate is 60 errors found; for a "senior" certificate, 68; for a "superior" certificate, 77. Which one could you qualify for in ten minutes? The key is given on page 189. You may duplicate copies of this WWT for classroom use or obtain reprints from the B.E.W. at 3 cents each.



# The BUSINESS EDUCATION World

TEACHERS'

SERVICE DEPARTMENT

## Here's Our First Transcription Project

■ MARGARET FORCHT ROWE  
Howe High School  
Indianapolis, Indiana

**B**EWARE: Your students are going to ask for more of these Transcription Projects, once you let them try this month's material! For doing a Transcription Project is pure, unadulterated fun, with all the sporting game quality of the WWT plus all the challenge that is natural to transcription. When you add rich educational benefits and the motivating power of attractive achievement certificates to the pleasure and challenge, you have a teaching aid that can't be surpassed for making students sit up and take new interest in their transcription.

### The Nature of the Transcription Project

As a result of our publication of a "problem take" test in an article by Dr. Ruth I. Anderson last spring,<sup>1</sup> readers requested the BUSINESS EDUCATION WORLD to provide them with more such tests; so we have replaced the transcription-awards takes of yesteryears with a series of office-type takes, to be known as the B.E.W. Transcription Projects. A project will be published in the November, December, January, March, April, and May issues. These projects are in addition to the World's Worst Transcripts, one of which is published in each issue.

Each project will feature two factors

characteristic of real office dictation: (1) corrections, substitutions, and unindicated errors in the dictated material; and (2) some secretarial procedure. This month's project, you will note, requires the students to make carbon copies of three interoffice memorandums and a follow-up "tickler."

Each project will contain around 300 words in the final, correct transcripts, altogether; so the dictation and transcribing can easily be completed in the average class period. This month's project contains 338 typed words.

Each project can be used simply as teaching material in your transcription class or secretarial practice class or as test material for winning B.E.W. Certificates of Transcription Proficiency.<sup>2</sup> But no matter where you use the "TP," as we here and now nickname our transcription project, the students will enjoy working on it just as much as they enjoy working on the WWT shown on page 176. And is it educational!

### How to Administer a Transcription Project

If you use the TP for a pleasant variant in regular classroom teaching mate-

<sup>2</sup> Three certificates are available; so you can work out a continuing plan for motivating your classes. The Junior Certificate of Transcription Proficiency is awarded to those who transcribe the entire project at a minimum rate of 10 words a minute; the Senior certificates, at a minimum rate of 15 words a minute; and the Superior certificate, at a minimum rate of 25 words a minute. The total number of words in the project (338 this month) divided by the exact number of minutes required for the transcription, including time for assembling papers, carbons, and so on, gives the rate. These rates are harder to achieve than one would expect, and the certificates really certify genuine skill when earned on these projects.

<sup>1</sup> Ruth I. Anderson, "'Problem' Dictation for Transcription," April B.E.W., page 489.

rials (and certainly you will want to test this first TP in such a manner), you can of course make whatever use of it you wish. If you wish to use this month's or any month's TP as a basis for winning those desirable and highly motivating certificates, however, we must ask you to observe the following procedure very closely.

*Step 1.* Duplicate, write on the board, or dictate the following information for the students:

To: Students in (course designation)  
From: (Instructor's name)  
Subject: Special Transcription Project

Assume that you are secretary to Mr. Louis Barre, owner and president of Chez Louis, an interior-decorating establishment. His office associates are Mr. D. K. Muse, the vice-president in charge of public relations; Mr. Oakley Sawyer, the advertising manager; and Mr. Henri Pardue, the house-display manager.

Mr. Barre calls you in to take dictation. He dictates three interoffice memorandums and one "follow-up" item. You are to type the memorandums in a form similar to this memorandum to you, and to type the follow-up on a 3-by-5 card. Because the memorandums are all to men in the same office, you will not need to address envelopes.

You will need these supplies: (a) three sheets of paper for the original copies of the memorandums; (b) two sheets of carbon paper; (c) seven other sheets of paper for the various carbon copies you will be directed to make; and (d) one 3-by-5 card.

As Mr. Barre dictates to you, he changes his wording from time to time; you are to be sure that your transcript is exactly as he wants it. Mr. Barre sometimes makes a grammatical slip, too; and he expects you to correct any such error when you transcribe his material.

*Step 2.* After checking that the students have the supplies enumerated above and that they understand the instructions, dictate the following material. You may dictate at any rate you wish, but the dictation should be at a pace near that observed in other dictation you have recently been giving the students; this test is one of transcription, you see, not of shorthand-recording skill. Indicate the changes by your voice inflection—not always are the changes indicated by such expressions as "Change that" or "No."

[Note: In this copy, the italicized portions indicate words that you say but that the students do not transcribe. When correcting the transcripts later, you need only read the nonitalicized portion. You should dictate every word given here.—Editor]

*Take a memo to Muse. Make a carbon for Pardue and Sawyer. Here we go. I don't know that it has been tried in our line of business—change that. Other firms, not in our line of business, seem to derive profit from an annual Visitor's Day or Open House. Capitalize those words. Perhaps we, too—no: It seems to me we might plan such an event with the idea in mind—cut out that last phrase—such an event and thereby acquaint more of the general public with our House (capitalized), our services, and our merchandise. Period after House. Cut out the rest, Paragraph. Let's discuss this at our next executive meeting in two weeks. To be a success, it would involve considerable planning and co-ordinating. Don't forget to hyphenate that last word. Here's a postscript, for Muse's copy only. I'm asking Display and Advertising to get together with you for discussion. Oh, change the statement in the first paragraph to read annual Visitor's Night instead of Day. Thanks.*

*Now a memo to Sawyer, with a carbon to Muse: See attached carbon copy of my note to Muse regarding a proposed Open House. Paragraph. Muse will arrange to talk with you about this. However, I have several items in mind that you might work up for the discussion—change that to—for his consideration. Paragraph. Newspaper space might be devoted to a formal invitation to the public to visit our Open House. What would be the cost—cut that. Could you present a layout, the copy, and the approximate cost of such an ad? When and where—change that. How often and in what papers would we run it? Paragraph. This formal-invitation idea might be carried over to actuality. A mailing list of the (quote) cultural (unquote) group in the city might be obtained and these people be individually invited—no—be personally contacted through invitation. Paragraph. Would radio announcements be profitable? What could we say? How much would they cost, and how often would you schedule them? Insert this: attempt to schedule them? Paragraph. Get together some data on these things and discuss the whole program with Muse. Did I tell you to make a carbon of that for Muse? Thanks.*

*Next, a memo to Pardue, with a carbon to Muse. Use the same first and second paragraphs that I dictated in that last memo. Start a new paragraph now. Shall we open all floors to public inspection? Since we have no—no,*

cut that. What traffic flow do you suppose we can count on. That makes two sentences in that paragraph. Now, another paragraph. Do we need a temporary floor layout giving suggested displays and demonstrations (parenthesis) slip covering, comma, for example (parenthesis)? Paragraph. Work up some ideas and discuss them with Muse. That finishes the memos.

The follow-up for the executive-meeting agenda should read as follows. Muse to present recommended plans for Open House. Also proposed dates and publicity costs. I'll put that follow-up on my desk. That's all for now.

**Step 3.** Without giving the students any assistance, time their transcription. As each student completes his transcripts—the three memos and the card—tell him how many minutes he has taken and direct him to write the number of minutes on the reverse of the card.

**Step 4.** When all students have completed the test, correct the papers by reading the nonitalicized type given in the test take.

**Step 5.** Select all the sets of transcripts that are completely mailable (no misspellings, untidy erasures, uncorrected typographical errors, serious deviation in wording, or poor placement) and send them to the BUSINESS EDUCATION WORLD Teachers Service Department, 270 Madison Avenue, New York 16, for certification. Staple the pages of each

set of transcripts (originals only) together, with the card on top, in reverse. Show the student's name, rate, certificate he has earned, and name and address of the school on the card. With the packet of transcripts (please, not less than five sets) send also 10 cents by money order, school check, or B.E.W. stamps for each student's set of transcripts, to cover in part the cost of printing, mailing, and judging; and a covering letter that summarizes the names of the participants and the speeds of their transcription.

**Step 6.** Stand by for celebration! Within a few days you will receive the appropriate certificate for each student whose work has met the standards enumerated above—and what a proud, exciting day that will be!

**Last Reminder.** There is no dead line for submitting the transcripts. You may use the projects any time this school year, provided only that the material is new to the students at the time you dictate it. And remember, send us only the original copies—no carbon copies or notes. Use first-class mail or express in shipping the papers.

What a good time you and your students are going to have!

#### The Business Education World

**1. AWARDS.** First prize in each division, \$3; second prize, \$2; honorable mention, a Scholastic Achievement Certificate suitable for framing; every satisfactory solution, the appropriate Junior, Senior, or Superior two-color Certificate of Achievement.

**2. CLOSING DATE.** Second Friday of month following publication (example: second Friday in December for November contest).

**3. MAILING.** Send solutions (not less than five) via express or first-class mail to the B.E.W. Awards Department, 270 Madison Avenue, New York 16, New York.

**4. IDENTIFICATION.** Identify each paper with the student's name, name of school, address of school, and teacher's name in full in the upper right-hand corner. Send

#### Rules for Monthly Bookkeeping Contests

a typed list in duplicate of the names of students whose papers are submitted. Place *A* after name if Junior Certificate is to be awarded, *B* to indicate a Senior Certificate, and *C* to indicate a Superior Certificate.

**5. FEE.** Remit 10 cents for each paper, to cover in part the costs of examination, printing, and mailing.

**6. JUDGES.** Milton Briggs, Claudia Garvey.

**7. O.B.E. CHARTER.** A charter for a chapter of the Order of Business Efficiency will be issued on request to a school when ten or more students have won senior B.E.W. certificates.

**8. NOTE:** Special rules apply to the annual (February) International Contest.

# Peter Pennypacker's Journal

■ MILTON BRIGGS  
Senior High School  
New Bedford, Massachusetts

Closing Date  
for this contest  
will be midnight  
December 10

ONE of the most difficult tasks in the teaching of bookkeeping is convincing students of the importance of *the little details*. It is not hard to teach the fundamentals of bookkeeping. It is not hard to maintain interest in the facts of bookkeeping. It is hard to persuade students that penmanship, use of ink, rulings, format, accuracy, and neatness are of first-rank importance, too.

## This Month's Contest Provides Motivation

For over eleven years the B.E.W. has been providing this unique motivating service. Each month, except in June, the B.E.W. sponsors a bookkeeping contest. To each student who solves the problem on which the contest is based, an attractive two-color certificate is issued. To the students who submit the best papers in each class, special cash prizes are awarded. And note this especially: every paper submitted that is *not* satisfactory is rejected and returned to the student with a criticism by the B.E.W.'s impartial board of judges!

Thus, each contest—like this month's journalizing jamboree—offers motivation and recognition for good work and criticism for work that is not satisfactory. Because "the little details" are important in accepting and rejecting papers, those little details are spotlighted right along with the big ones. They are emphasized by the judges, who will reject

papers on which the problems may be correctly solved but imperfectly presented.

This month's contest problem is a good illustration of the foregoing. It concerns a series of journalizing activities. By correctly "solving" the journalizing problems involved in the first eight of the sixteen transactions presented, the student is *eligible* for a junior Certificate of Achievement; the second eight, the Senior Certificate of Achievement; all sixteen, a Superior Certificate of Achievement. But before awarding certificates, the judges will scrutinize every paper for "the little details."

If you have your students do this month's contest problem and send in the papers, the good work will be recognized by the appropriate certificate awards; *but the poor work will receive exactly those criticisms that you would welcome.* Exceptionally fine work may win the cash prizes and added recognition.

## How to Conduct the Contest in Your Classes

After reading carefully the contest rules presented on page 179, duplicate the transactions given for this month's contest problem and give a copy to each student. (You may, if you prefer, dictate the transactions or write them on the blackboard.) Then read the following introduction and instructions to the students.

- .....
- *This is the 102d Bookkeeping Contest that the B.E.W. has sponsored as an aid to bookkeeping teachers. It is strictly a motivating device. Your students can win prizes, certificates, and glory for themselves and your school by solving this month's journalizing problem and sending in their work.*



Peter Pennypacker is the proprietor of the general store at Stony Point, and he sells everything from a pin to an elephant—almost. The records that Mr. Pennypacker keeps of his business activity are most elementary. You would find only two bookkeeping records in his store—a General Journal and a Ledger.

You have been [or will be] given a partial list of the transactions selected from those that occurred in Mr. Pennypacker's store last month. You are to make entries for these transactions in a simple journal form that is ruled with two money columns at the right side of the paper and a date column at the left side. You may use journal paper already ruled, or you may rule your own form with ink. Include an explanation with each entry.

To earn a Junior Certificate of Achievement in this contest, journalize only the first eight transactions [October 1-9, inclusive].

To earn a Senior Certificate of Achievement, journalize only the last eight transactions [October 11-30, inclusive].

To earn a Superior Certificate of Achievement, journalize *all* the transactions.

These certificates will be sent to you by the BUSINESS EDUCATION WORLD, the business teachers' magazine that is sponsoring this contest; and if your work is *especially* good, you may be a national prize winner! In deciding who earns certificates and who wins the prizes, the judges of the BUSINESS EDUCATION WORLD will check first to see that you have journalized properly and then check all over again to see that your work is as neat as a businessman would want it to be.

The following are the transactions:

#### OCTOBER, 1948

- 1 Purchased merchandise on account from the Humphrey Wholesale Company, 16 Front Street, \$78.35. Terms 3/15, net 30.
- 2 Sold Howard Bland, Main Street, groceries on account, \$5.43.
- 4 Cash sales to date total \$298.01.
- 5 Paid \$7 for an advertisement in the *Stony Point News*.
- 6 Received a check from Howard Bland in payment of his purchase on October 2.
- 7 Sent Humphrey Wholesale Company a check for \$76 to pay their invoice of October 1, less the discount. (Credit Cash for \$76 and credit Discount on Purchases for \$2.35.)
- 8 Bought a slicing machine from the Grocers' Supply Company, \$125. Paid cash. (Debit Equipment.)
- 9 Bought paper bags from the Eastern Paper Supply House on account, \$15.50.
- 11 Bought goods on account from the Humphrey Wholesale Company, \$88.76. Terms 3/15, net 30 days.
- 14 Returned merchandise amounting to \$5.40, purchased October 11 from the Humphrey Wholesale Company. The goods were damaged. (Credit Purchases.)
- 16 Sold groceries on account, \$11.36, to George Blair.

- 18 Withdrew \$50 in cash for personal use. (Debit Peter Pennypacker, Drawing.)
- 20 George Blair returned 80 cents' worth of canned goods purchased October 16 because they were unsatisfactory. Allowed credit. (Debit Sales.)
- 22 Sent the Eastern Paper Supply House a check for \$15.50 in payment of amount due.
- 26 Mr. Pennypacker withdrew merchandise for personal use, \$23.42. (Credit Purchases.)
- 30 Refunded \$1 to Paul Hearst, a cash customer, for overcharge on a sale.

#### Teacher's Key

*Final Suggestions.* Before sending in papers for evaluation and awards, you may wish to screen the students' work. You may prefer to do this yourself; but many teachers have found that the use of a juvenile jury not only screens the papers but does so under circumstances that increase both student interest in the contest (thus increasing the positive motivation) and student self-criticism (thus increasing the negative motivation).

The use of a jury saves your minutes. It eliminates many papers, thus saving many examination fees. It makes students critical of "the little details" in their own work. It creates much talk among students, bringing much favorable attention to the department. It enhances every detail of the contest.

*Solution Aids.* In journalizing the preceding transactions, students may use account titles to which they are accustomed. The following titles are suggested, however, for use in preparing the solutions for this contest problem: Cash, Accounts Receivable, Store Supplies, Equipment, Accounts Payable, Peter Pennypacker—Drawing, Sales, Purchases, Advertising Expense, and Discount on Purchases.

Names of individual customers or creditors may be used in place of the controlling account titles, Accounts Receivable and Accounts Payable. Students may use both sides of their paper.

Next month you will be working for the Happy Harbor Toy Shop. Don't miss it.

## ■ THE GREGG WRITER DICTATION MATERIAL

### Treasure-Trove

From "Page Mr. Tutt," by ARTHUR TRAIN

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#### Part III

NO ONE EVER KNEW exactly where the rumor of Len Crandall's astonishing good fortune started. It was said and generally accepted as fact that Len had dug up a "crook," or pot, containing a million dollars in pure gold and that Len had found it at the end of a rainbow over by Felchville. Then some merry-andrew started ringing the schoolhouse bell and in less than no time the whole town was out on the street and struggling to get into Colson's—just why nobody knew, except that Mr. Tutt was in there and everybody wanted to know what he thought about it. By the time "Toggerly Bill" Gookin and Deputy Sheriff Sam Bellows had heard the glad tidings, the entire voting list, including "Ma" Best, had crowded into Colson's; the only persons conspicuously absent being Len Crandall, the hero of the hour, and his Nemesis, Squire Mason.

"What's all this about Len Crandall diggin' up a pot of gold?" panted "Toggerly Bill."

"He sure did!" replied "Old Colsore," inflated with his importance as news-dispenser general. "Only it was bonds—a big heap of 'em! He dug 'em up or found 'em at the blacksmith's shop.—And the big question is who they belong to."

"Toggerly Bill" grabbed the counter for support.

"Honest—is that true!" he gasped. "Then as I own the property, by heck! they must belong to me!"

Sam Bellows thrust himself forward.

"You do!"

"I've a right to the bonds because they was found on land where I was in lawful possession."

"It don't make no difference when they was found!" asserted "Toggerly Bill." "It's when they was *put* there, that counts. And they must been put there long before I leased you the land. And as the lease didn't convey any right in 'em to you, they naturally belong to *me*!"

"How do you know they was there before I leased the land from you?" demanded the fat deputy.

"Toggerly Bill" looked slightly confused.

"Well—" he hesitated, "I got the idee from somethin' I heard that they'd been there for years."

"One guess is as good as another," countered Bellows. "I've got the idee some feller put 'em there after I leased the smithy!"

"Maybe Hank Truslow hid 'em," suggested "Ma" Best.

"If he did he's abandoned 'em!" declared "Toggerly Bill." "An' nobody knows what became of him, anyhow! Last I heard he was cook in a lumber camp out in Oregon somewheres."

"I reckon if he's still alive they belong to him just the same," said "Ma."

"His claim don't amount to nothin' alongside of mine," shouted the deputy sheriff.

"First place, Hank Truslow never put them bonds there—unless he stole 'em! He owed money to everybody in Pottsville!—Second place, I was in lawful possession as lessee when they was found.—*And!*"—he swept the assembled multitude with triumph in his eye—"thirdly and lastly—if there's any question about when they was put there—they belong to me under the bill of sale, by which 'Toggerly' conveyed to me for a good and valuable consideration his right, title, and interest 'to all the chattels and personal property of every sort and description in and about said shop!'"

"Bully for you, Sam!" yelled someone in the crowd. "That fixes 'Toggerly,' all right!"

"No it don't, neither!" protested the dry-goods man. "If the bonds was dug out of the earth they was part of the land and belong to me, and if they was just lyin' around, they didn't pass under the bill of sale because neither of us knew anything about 'em. I had no intent to sell nor he to buy!"

"That's true, too!" agreed Pennypacker. "Why don't you pool your interests and get up a company? I'll take stock in it, if you want me to. We can advertise for Hank and give him a chance to claim the bonds if they're his and, if he don't, we can sell 'em and divide the proceeds."

"That's pretty good!" snorted "Ma" Best. "One would think, Cy, you'd found the bonds yourself."

Suddenly "Toggerly Bill" Gookin clapped his left hand to his heart.

"What's the matter?" gasped Sam.

"Mason!—I ought 'a' known he was up to some devilment! He got me to deed him the land this very noon. I only just thought of it!"

THIS unexpected announcement staggered everybody.

"And he got me to cancel my lease and reassign my bill of sale!" ejaculated Bellows. "How do you s'pose he knew—"

"Hold on a minute!" interrupted "Ma" Best. "What time did you give him the deed?"

"About a quarter to one."

"Well, Len found the bonds before that—somewheres around twelve!" replied the proprietress of the Phoenix Hotel.

"Toggerly Bill" had turned a sickly green.

"The old rascal made me date the deed from

the fifteenth of last month—the date of the judgment of foreclosure and sale!”

There was a general outcry at the squire’s duplicity.

“If he ain’t a slick one!” ejaculated Penny-packer. “Well, we can take him into the corporation, too!”

“Wait a minute!” directed Grand Supreme Keeper of Wampum Meachem of The Sacred Camels of King Menelik. “Doesn’t Len come in anywheres on this? What’s the old sayin’ about findings bein’ keepings?”

“If it is, why ain’t Sheriff Higgins got a claim?” asked someone else. “Len was workin’ for him.”

“Possession’s nine points of the law!” declared another. “How about it, Mr. Tutt?”

The old lawyer, who had been sitting quietly in the rear of the store enjoying the discussion, removed his stogy.

“What do you want to know, gentlemen?” he inquired.

“Do I get the money?” interrupted “Toggerly Bill.”

“You certainly have a claim,” Mr. Tutt conceded.

“How about me?” inquired Deputy Sheriff Bellows.

“And so have you.”

“Didn’t ‘Toggerly Bill’ and Sam lose whatever rights they had when they cancelled the lease and bill of sale and ‘Toggerly’ deeded the property to Squire Mason as of last month?” argued Meachem, pointing a long finger at Mr. Tutt.

“He only got me to do it by fraud!” declared “Toggerly.” “Anyhow, the land wasn’t in his possession when the bonds was found!”

“How about it, Mr. Tutt?” inquired “Cy” Penny-packer.

Mr. Tutt knocked the ash from his stogy.

“When title would be held to pass in this case is a very pretty question,” he said. “For all practical purposes the land was the squire’s as soon as the referee signed the judgment in foreclosure the fifteenth of last month. A court might hold that where the mortgagee secured an antedated deed from the mortgager

during the interim, the title actually passed on the date of judgment. Undoubtedly Squire Mason had all this in mind when he induced Mr. Gookin to get Mr. Bellows to cancel his lease, reassign his bill of sale, and execute to himself the antedated deed.”

“But, Mr. Tutt!” interposed “Ma.” “How about Len? Why don’t the bonds belong to him?”

The old lawyer smiled whimsically.

“He has a claim, too!” he nodded. “And so, I suppose, in a way, has Sheriff Higgins.—This little episode raises the whole question of ‘treasure-trove.’”

“Well, what is ‘treasure-trove’!” exclaimed “Ma,” as they all crowded around the barrel on which Mr. Tutt was sitting.

(To be continued next month)

## Our Great American Heritage

### “The Kalends of the Waverly Press”

WHAT IS IT that makes America different from other countries? The answer to this question is embodied in the following remark made by a recent visitor from abroad: “The most important fact about America is not its extent, its wealth, its lofty buildings or so-called skyscrapers, its wonderful factories and industrial plants, but its ‘idealism.’”

This idealism is the result of the real purpose for which our early pioneers strove when they came to America. These pioneers knew nothing of the rich resources of the country—the wealth of the mines, rivers, and forests, the fertility of the soil, the water power waiting to be harnessed and used for industrial purposes. They had no idea of the gold in our mines ready to be mined and converted into a purchasing agent. All of these were here in great abundance awaiting the hand of an intrepid and fearless people to develop and use.

The objective of the early pioneers was simply to find homes and a place where they could have freedom of worship. The pact the Pilgrims signed on the Mayflower stated that

- Each month the BUSINESS EDUCATION WORLD presents some 5,000 words of new dictation material for the use of shorthand teachers. The materials selected for this purpose are given in perfect Gregg Shorthand in the same month’s issue of THE GREGG WRITER. Through the use of the following cross-index, these dictation materials serve also as a ready key to the shorthand plates in that magazine.

B.E.W. Page	G.W. Page	B.E.W. Page	G.W. Page
187 Actual Business Letters.....	165	188 Junior O.G.A. Test.....	136
184 Animals Lead the Accident Parade.	154	188 O.G.A. Membership Test.....	131
189 By Wits and Wags.....	166	183 Our Great American Heritage.....	148
189 Eighteen Marks of An Educated Person .....	156	188 The Measure of a Man.....	157
186 Graded Letters .....	151	188 Transcription Speed Practice.....	132
185 How Raisins Are Processed.....	145	182 Treasure-Trove .....	159

they wished in their freedom of worship to extend the influence of their simple<sup>11</sup> Christian faith unhampered by the elaborate and costly rituals of the Church of England. The pioneers<sup>12</sup> who came to the Maryland section were of the Catholic faith, but they wished for freedom of worship not only<sup>13</sup> for themselves but for all Christian peoples. Through the influence of William Penn, the Quakers were permitted to<sup>14</sup> settle in what is now Pennsylvania in order that they might follow the simple dictates of the Quaker<sup>15</sup> religion.

**T**HIS faith and aspiration—moral and spiritual power—became the foundation upon which<sup>16</sup> the vast superstructure of Americanism was built. This tradition was also of tremendous power<sup>17</sup> in the unfolding of our national life. It was embodied in the Declaration of Independence—"We" hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator<sup>18</sup> with certain inalienable rights; that among these are life, liberty and the pursuit of happiness." We<sup>19</sup> find its influence also in our Constitution: "We the people of the United States, in order to form<sup>21</sup> a more perfect union, establish justice, insure domestic tranquility, provide for the common defense,<sup>22</sup> promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do<sup>23</sup> ordain and establish this Constitution for the United States of America." It is this idealism,<sup>24</sup> this wonderful, intrepid, hidden power coupled with the vast natural resources and wealth of our<sup>25</sup> country that became the heritage of the American people. It is to our pioneer forefathers that<sup>26</sup> we owe thanks for the fashioning of this idealism or heritage of American life. They lived a<sup>27</sup> hard, frugal life. They fought and conquered the rocky soil in order that they might raise their crops. They subsisted on meagre<sup>28</sup> fare—at times watching, with strained eyes and heavy hearts, the storms that killed their cattle and destroyed their crops almost ready<sup>29</sup> to be harvested. Had it not been for their deep moral convictions coupled with their struggles, sacrifices,<sup>30</sup> and achievements, they would not have developed this continent.

We must show that we are worthy of this heritage.<sup>31</sup> On a tombstone in a cemetery in one of the New England states is this admonition, "My son, that which<sup>32</sup> thy father hath bequeathed to thee, you must earn anew if you would keep it."

We can sing patriotic songs, we can<sup>33</sup> recite patriotic poems, we can erect statues to "The Pioneer Mother" or monuments to Christopher<sup>34</sup> Columbus and other explorers, but these hollow symbols of patriotism cannot preserve our<sup>35</sup> American heritage unless we justify the faith of our forefathers in the way pointed out to us by<sup>36</sup> Thomas Edison in his last public speech: "Be as brave and intrepid as your fathers were before you. Have faith.<sup>37</sup> Go forward." It is in this way that we can "earn anew what thy father bequeathed to you."—*M. A. G.* (756)

## Animals Lead the Accident Parade

PAUL JONES

Director of public information of the National Safety Council

**W**HEN A SPARROW smokes in bed and a cockroach kicks a man down the stairs, things are getting good and wacky. But that's what<sup>1</sup> happened in 1947.

And that isn't all. A dead deer shot a hunter. A hit-skip cow made<sup>2</sup> traffic history. A mouse upset a truck, a quail committed suicide, and some busy little bees boarded<sup>3</sup> a streetcar and caused a honey of an accident.

Yes, the annual roundup of odd accidents by the<sup>4</sup> National Safety Council reveals that animals stole the show in 1947. To wit:

Firemen<sup>5</sup> in Camden, New Jersey, spent an hour looking for the source of smoke that poured from the home of Mrs. Marie Baugher.<sup>6</sup> They finally found it—a bird's nest under the roof. A sparrow had carried home a lighted cigarette. And just<sup>7</sup> to prove that smoking in bed isn't restricted to sparrows, a pigeon in Washington started a fire in an<sup>8</sup> apartment building the same way.

The celebrated case of the cantankerous cockroach occurred in Detroit and<sup>9</sup> involved John Nantico, a bakery employee. Mr. Nantico said he was ascending stairs made slippery<sup>10</sup> by spilled cake frosting when he looked into the leering eyes of the biggest cockroach any man ever saw. Mr.<sup>11</sup> Nantico aimed a knockout kick at the roach with his right foot. The roach ducked. Mr. Nantico's left and anchor<sup>12</sup> foot slipped in the frosting and he hurtled end over end to the floor below. His kicking leg was broken. The cockroach<sup>13</sup> appeared pleased.

A lot of hunters shoot deer, but not many deer shoot hunters—especially if the deer are dead.<sup>14</sup> But a dead deer did shoot Clarence Gerkin, of Hudson, Colorado, in a neat bit of posthumous vengeance. Mr.<sup>15</sup> Gerkin had shot the deer and was preparing to dress it when a reflex kick by the animal hit his gun<sup>16</sup> and discharged it. The bullet tore through Gerkin's left arm.

The hit-skip cow became part of the nation's traffic problem<sup>17</sup> when it bowled over Mrs. Lucy Nostrand as she alighted from a bus at a busy intersection in<sup>18</sup> Milwaukee. The bounding bovine, fugitive from a farm, whammed into Mrs. Nostrand, knocked her flat, and barreled on<sup>19</sup> down the street.

It is customary each year, of course, for a mouse to run a car into a ditch by merely sharing<sup>20</sup> the car with a lady driver. But last year the mouse got big ideas and decided to tackle a truck.<sup>21</sup> Just to do it the hard way, he selected an army truck, in Daventry, England. The driver, nineteen-year-old<sup>22</sup> Christine Woodward, had been trained, as a member of the



British Women's Land Army, to face bombs, bullets, and battle<sup>33</sup> without flinching. But they hadn't thought of training her to face a mouse. So when the ambitious little animal<sup>34</sup> scampered across Miss Woodward's toes, she just did what came naturally. She fainted. The truck went into a ditch, Miss<sup>35</sup> Woodward went to the hospital, and the mouse swaggered back to the field.

Far less intrepid was the suicidal<sup>36</sup> quail that found itself looking down the barrel of a gun held by Gene Hatfield in Joplin, Missouri. Realizing<sup>37</sup> the jig was up, the quail decided to end it all. It flew straight against the barrel of the gun and dropped at<sup>38</sup> Hatfield's feet with a broken neck.

Possibly stung by the high cost of living, bees apparently quit riding in<sup>39</sup> private automobiles in 1947 and democratically took to streetcars. A merry<sup>40</sup> group of them informally boarded a trolley in Cincinnati through an open window and evinced<sup>41</sup> interest in Motorman Earl Armstrong. As Armstrong frantically batted at his bumbling passengers, the streetcar<sup>42</sup> bumped an automobile, which rammed the rear of another, which rammed the rear of another. Meanwhile, buzz, buzz, buzz went<sup>43</sup> the trolley.

In St. Joseph, Missouri, Postman A. R. Saunders, thoroughly accustomed to the threat of hostile<sup>44</sup> dogs and other mailman's maladies, found something new had been added when a patron's pet goose took a look at the<sup>45</sup> mail just delivered, saw something he didn't like, and severely nipped the letter carrier. (716)

## How Raisins Are Processed

H. J. Heinz Company, in  
"Practical Home Economics"

**HOW RAISINS BEGAN . . .** Centuries ago an Egyptian farmer walked through his vineyard examining the withered remains of his crop.<sup>1</sup> For days the hot sun had beat down unmercifully, and the grapes, before they could be harvested, had shriveled on<sup>2</sup> the vines. The saddened farmer pulled off a few small grapes and put them in his mouth . . . the flavor was delicious! Unconsciously<sup>3</sup> he had stumbled upon the delicacy of the raisin—"the fruit of the sun." Hereafter, mention of<sup>4</sup> the raisin is frequent. The Biblical King David accepted raisins as taxes; a Babylonian mortgage,<sup>5</sup> dated 430 B.C., called for principal and interest to be paid in raisins. Nero feasted<sup>6</sup> on the fruity morsels; Medieval housewives clamored for raisins at the great fairs. The energy-building<sup>7</sup> value, for which we now esteem the raisin, was unknown then. But their sunny-sweet flavor, their delicate fragrance,<sup>8</sup> and delectable chewiness made them favorites for mincemeat and rich pies and puddings.

## How Raisins Came to America . . .

It was the Phoenicians,<sup>9</sup> daring, courageous travelers of the ancient world, who planted the first grape vines in the sunny valleys of the<sup>10</sup> Pyrenees. Many centuries later, Spanish padres carefully cut slips from these vines and brought them to<sup>11</sup> California. Here, in the hot sun and fertile new soil, the vines flourished round the missions. Some of the grapes were pressed into<sup>12</sup> juice; what remained were dried into raisins.

**HOW RAISINS BECAME THE "GOLD" OF SAN JOAQUIN . . .** The Forty-niners panned gold in the foothills of the snow-capped Sierras<sup>13</sup> flanking the San Joaquin Valley. But by 1860 the gold gave out; so the enterprising<sup>14</sup> prospectors moved down into the sun-baked lowlands—to try their hand at agriculture. They began digging irrigation<sup>15</sup> ditches to channel the melted snows into the valley. Soon the San Joaquin was one of the world's richest<sup>16</sup> garden spots and grapes became its "gold." Then in September, 1873, the sun beat down<sup>17</sup> unceasingly. The grapes shriveled on the vine. But like the Egyptians, the California farmer couldn't afford<sup>18</sup> to lose his crop. So he tried shipping it out as raisins instead of fresh grapes. A San Francisco merchant created<sup>19</sup> a market overnight by promoting them as "Peruvian Delicacies." And a new cash crop was<sup>20</sup> developed.

**HOW RAISINS ARE GROWN . . .** Today the San Joaquin produces the entire raisin output of North America. The grape vines<sup>21</sup> are produced from cuttings which are first rooted, then transplanted the next year in east-west rows to capture maximum<sup>22</sup> sunlight. Vines mature in four years, bear for twenty-five to one hundred years. The summer sun ripens the grapes, while the<sup>23</sup> mountains send melted snow through an extensive irrigation system. When ripe, the clusters are picked and spread on shallow<sup>24</sup> trays. Bombarded by powerful sun and fanned by breezes, they are transmuted into dried, fragrant raisins. Their<sup>25</sup> flavor becomes richer and sweeter.

**HOW RAISINS ARE PROCESSED . . .** When completely dried, the raisins are trucked to the Sun-Maid plant, the world's largest<sup>26</sup> raisin-packing establishment. Each shipment is subjected to rigid tests for moisture and sugar content. Then<sup>27</sup> the accepted, top-quality raisins start their half-mile journey—through the stemming machine, where blasts of air blow away<sup>28</sup> stems and immature berries, past revolving rubber blades that flick off cap stems. Inspectors watch the berries as<sup>29</sup> they dance by on shaker tables. The slightest difference in color, a single tiny stem—they catch them all.<sup>30</sup> Finally the plump nuggets are washed, then spun dry.

**HOW RAISINS ARE PACKAGED . . .** Sparkling clean, the raisins are given a final inspection, then hurried<sup>31</sup> to the filling machines

where magic hands deliver fifteen ounces of raisins into each carton.<sup>22</sup> Mechanically sealed, each box is checked for weight. If less than fifteen ounces, it is automatically ejected.<sup>23</sup> Forty-eight of these accepted packages are sealed in a shipping case, picked up and whirled along to the air-tight<sup>24</sup> sterilizing chamber.

**HOW RAISINS ARE USED . . .** Today's raisins wear a varied look; some come seeded, some seedless. The Seeded Muscat adds<sup>25</sup> savor to desserts and hot breads, prevents rapid stal-

ing of baked goods. Cookies, mincemeat, and fruit cakes get a spicy<sup>26</sup> zest from Currants. Sultanas enliven baking. And Thompson Seedless go everywhere that raisin richness is<sup>27</sup> called for. Good to eat, raisins are good for you, too. Their starches have been transformed by sunshine into easily<sup>28</sup> digested fruit sugars that provide a quick pick-up energy. Their three-star vitamin content is backed by a trio<sup>29</sup> of minerals—iron, phosphorus and calcium—that contribute to good blood, strong bones, and sound teeth. (799)

## Graded Letters for Use with the Gregg Manual

A. E. KLEIN

### For Use with Chapter Seven

Dear Sir:

After conferring with *experts* in the field, our *concern* is considering the *extension* of their *service*<sup>1</sup> in the form of insurance. The particular type the *managers* of our *firm* have been thinking about is<sup>2</sup> the *sort* that would give protection against *breakage* and *damage* to any goods. But payment for such *breakage* or *damage*<sup>3</sup> would be made only after it had been *carefully ascertained* that the goods were in the dealer's stock room,<sup>4</sup> elevator, or store at the time they were *damaged*. This insurance would not cover goods en route, or *damage* by fire<sup>5</sup> or water.

Nevertheless, we have *estimated* that such insurance would *certainly* save you many dollars<sup>6</sup> a year, and the charge for a one-year *period* would be very small.

Our *charter* does not *certify* us to handle<sup>7</sup> insurance, but our *attorney*, after *journeying* to the State capital at Stanton to *ascertain* at<sup>8</sup> first hand everything *pertaining* to this type of insurance, *learned* that there is a *concern* in Temple that would<sup>9</sup> handle it under a group plan. If we *attempt* to form such a group, would you care to join it? As time is of the<sup>10</sup> essence, it is *urgent* that you send us your answer *at once*.

Yours very truly, (214)

Dear Mr. Barnes:

If you will put this *card* in an envelope and mail it back to me *at once*, I will send you, *in*<sup>1</sup> *due course*, a *wonderful* plan by means of which you can add to your income.

*Several months ago* I *patented*<sup>2</sup> a brand new type of oil *burner*, one that *surprisingly* enough sets into the *average* cooking stove or range.<sup>3</sup> I am already *selling* larger sizes also, for *furnaces* and boilers.

This *burner*, which I call the *Carter*,<sup>4</sup> is different from any other model that has been marketed *hitherto*. It took years of *expert research*<sup>5</sup> to make the *powerful* Carter burner, and no expense was *spared*. It is so simply built that the *average*<sup>6</sup> person can install it him-

self in a few minutes. Added to all these advantages is a lifetime *guarantee*.<sup>7</sup>

By simply *turning* a valve and lighting the special starter, you can have a hot fire *at once*. Cook, bake, and heat<sup>8</sup> this easy *modern* way.

Rush this *card* back to me *at once* and I will show you how the *wonderful* Carter oil *burner*<sup>9</sup> will aid you in *attaining* that *sudden* increase in your income for which you have been *searching*.

Very truly yours, (200)

### For Use with Chapter Eight

Dear Mrs. Forrest:

We *extend* to you a hearty welcome into the great company of *Best* users.

In<sup>1</sup> *selecting* this sewing machine you obtained an item that has met the most *exacting* requirements and the *hardest*<sup>2</sup> tests of the *Best* factory. With *prudent* and reasonable care it will give you many years of the *finest* service.<sup>3</sup>

In choosing a *Best* product, you have not only made an *investment* that is *admitted* by most people to<sup>4</sup> be *one of the finest* sewing machines on the *market*, but have also made yourself eligible for the *constant*<sup>5</sup> aid which the *Best* organization throughout the world is prepared to *extend* to *Best* users.

Because of the<sup>6</sup> *constant* demand for sewing lessons, our concern *conducts* a sewing school. Here you may gain an *up-to-date* knowledge<sup>7</sup> of the currently *admired* styles. *Needless* to say, the valuable *advice* given by our *select* body of<sup>8</sup> teachers is obtainable nowhere else.

*Best*, the oldest sewing machine company in the world, stands ready to<sup>9</sup> serve you at any time our help is *requested*.

Yours truly, (191)

Dear Mrs. West:

At the *request* of the *president* of the *Diamond Washer Service*, we are sending you without<sup>1</sup> *cost* a carton of our *latest* and *finest* product, which has been *adopted* by thousands of laundries, completely<sup>2</sup> replacing soaps and softeners.

Washing machine owners throughout the

country have tested our Almack for the<sup>3</sup> past two years and have expressed admiration for it. They have acclaimed it the best product of its kind on the market<sup>4</sup> and they have strongly recommended it to their friends. Use it just once and the reason will become evident<sup>5</sup> immediately. I am of the opinion that you will find your clothes the cleanest and whitest you have ever<sup>6</sup> seen them.

People advocate Almack, too, because it is one of the cheapest washing products on the market. When<sup>7</sup> soaps are poured from packages, usually quite a bit is wasted. A carton of Almack consists of five<sup>8</sup> individual envelopes, each intended to contain the exact quantity necessary to wash one load.<sup>9</sup> In these days when prices are at the highest in our history, this is a welcome saving.

For your future supply<sup>10</sup> of Almack contact the Diamond Washer Service, 788 Ulster Avenue.

Cordially yours, (220)

For Use with Chapter Nine

Gentlemen:

I should like to have information about the Master Duplicator advertised recently in<sup>1</sup> the local Commercial Trade Journal.

After using the Union Duplicator for a year I have decided<sup>2</sup> that it is totally unsatisfactory. It did poor work, broke down frequently, and, in addition, the<sup>3</sup> corporation rendered indifferent service. Experience with Union and another manufacturer makes<sup>4</sup> me hesitate about accepting your fabulous claims.

Numerous Master users have informed me that it<sup>5</sup> operates on a decidedly different principle from the other duplicators on the market, and, as<sup>6</sup> a consequence, accomplishes splendid work.

Before purchasing, however, I am anxious to see your duplicator<sup>7</sup> operate and would very much appreciate your sending your representative in this territory<sup>8</sup> to my office to demonstrate the Master for us.

Yours very truly, (174)

Dave:

It takes twenty thousand dollars to keep one man working on the railroad. Yes, that's what it costs the railroads to<sup>1</sup> provide each of their fifteen hundred thousand workers with the "tools" of his trade. This represents a colossal total<sup>2</sup> of twenty-seven billion dollars.

This enormous sum of money provides the splendid tracks, the marvelous<sup>3</sup> cars and engines, the numerous repair shops which make the railroad workers of America capable of moving<sup>4</sup> safely and swiftly to its destination the greatest volume of traffic the world has ever known.

In addition, it enables our railroad employees to earn the world's highest railroad wages.

The roads also have a<sup>5</sup> permanent policy of improving equipment. Larger freight cars, fewer curves and grades, new signals for preventing<sup>6</sup> accidents and increasing travel safety,

more elaborate trains, etc.—all are being added<sup>7</sup> as fast as materials become available.

But to continue this beneficial improvement, it is<sup>8</sup> absolutely necessary that the railroads be allowed to earn enough to supply their employees with even<sup>9</sup> more productive "tools." Only in this way can the railroads of America be able to continue the<sup>10</sup> struggle of moving the enormous freight of the country to the satisfaction of their customers.

You are<sup>11</sup> undoubtedly familiar with these facts. The attached memorandum from the Association of American<sup>12</sup> Magazines asks our cooperation in the editorial columns of South-side Magazine.

Ed (279)

Actual Business Letters

Mr. Alfred Barnes, 7 North Highland Place, San Francisco, California. Dear Mr. Barnes:

It has given<sup>1</sup> us a glow of pleasure and satisfaction to have so many of the neighbors in our vicinity drop into<sup>2</sup> our store since our opening on November 1. We more than appreciate the well wishes and the nice things<sup>3</sup> they said about our new Fur Salon, which nearly all termed the most unusual show place in San Francisco. We<sup>4</sup> are proud of it and enjoy "showing it off."

In a busy section like ours, we neighbors can be helpful to one<sup>5</sup> another. There are so many different kinds of businesses among us that it is easy to refer<sup>6</sup> customers, if we stop and think of our neighbors.

For our part, we are making a special bid for the trade of neighboring<sup>7</sup> merchants and their employees.

We manufacture and sell furs, cloth suits, and coats, in every price bracket. As<sup>8</sup> our neighbor you or any of your employees are not only welcome to buy from us, but we are willing to<sup>9</sup> work with you on a very close mark-up above our costs, which will bring costs to you down to approximately twenty<sup>10</sup> per cent below our regular selling prices.

The courtesy card enclosed, when presented, will entitle<sup>11</sup> any member of your firm to this special discount.

Yours truly, (231)

Mr. Henry Webb, 11 Broadway, Lansing 4, Michigan. Dear Mr. Webb:

As a sincere token of our<sup>1</sup> appreciation for your past patronage, please accept with our compliments the enclosed \$25<sup>2</sup> Dividend Bond.

This dividend money may be used toward your next purchase. With the excellent credit rating you have<sup>3</sup> earned here, you can come in and select anything in our store and take months to pay.

It is good customers like yourself<sup>4</sup> who are the very foundation of our business, and that is why we have decided to make this Dividend<sup>5</sup> Distribution to our preferred customers.

Cordially yours, (110)



## Transcription Speed Practice

Dear Mr. Ellis:

For the past few years, we have published once each year, a catalog of timely, attractive cuts<sup>1</sup> for use by house organs, schools, and printers.

It is our aim to reach as many such publications as are in need<sup>2</sup> of cuts and illustrations with which to dress up their printed matter.

We have carefully checked our mailing list and<sup>3</sup> have selected your name with the thought that you might be in the market for stock cuts and mats from time to time. We are<sup>4</sup> enclosing a copy of our catalog for your perusal.

If you find that you would be interested in<sup>5</sup> using some of the illustrations contained in this book, then you would want to consult the list of prices which is<sup>6</sup> shown on the inside of the front cover page.

We thank you for your interest and hope that we may have the pleasure<sup>7</sup> of serving you. We are sure you will be pleased with our service.

Very sincerely yours, (155)

Dear Mr. Baker:

Our recently organized Graphic Division provides a new kind of service in which you<sup>1</sup> will be particularly interested. It may reduce costs as well as solve or simplify some of your<sup>2</sup> publishing problems.

With the growing trend toward the use of more and more photographs for the illustration of books and<sup>3</sup> magazines, there is evidently a need for a competent organization that can solve for you any<sup>4</sup> pictorial problem.

Our new department is ready to put at your disposal not only our own files with<sup>5</sup> thousands of photographs and the services of our staff photographers, but a thorough knowledge of all possible<sup>6</sup> picture sources.

We believe such services—be it for a book jacket, a few single pictures, or an<sup>7</sup> elaborate pictorial publication—can be made available at a price that may mean actual savings.<sup>8</sup>

Please call us when we may discuss your picture problems with you.

Yours truly, (174)

## Home Again!

*(Junior O. G. A. Test for November)*

Dear Bill:

I came back on the midnight bus yesterday into a walking, squawking city wide awake. Couples still<sup>1</sup> strolled down Broadway, taking in the sights—the glittering lights, dazzling signs, and shop windows. A hawker “pumped” his serpent<sup>2</sup> in my face, while on the curb a wizened little fellow asked for dimes. A siren screamed and was quickly followed by<sup>3</sup> the fire chief in his car, with the hook and ladder truck not far behind.

It's good to be home. Give me the city to<sup>4</sup> stir one's soul to action!

As ever,

Gale (87)

## What We Do

*(November O. G. A. Membership Test)*

**W**HAT WE DO upon some great occasion will depend on what we have trained ourselves to do. The world is like a board<sup>1</sup> with round holes in it. Sometimes square men will get poked into those round holes, and they will not feel comfortable nor content.<sup>2</sup>

We should be able to meet the tests of life, and we can do so with greater ease if we learn to play the games<sup>3</sup> of skill not chance. There may be luck in getting a good job, but there is no luck in keeping it. With a little skill<sup>4</sup> and a lot of work, one can hold on until he learns. If we put zest into our effort, and add to this faith in<sup>5</sup> ourselves and in what we are doing, we shall find our spot in the sun, and it will be warming to our hearts and to<sup>6</sup> our souls. (121)

## The Measure of a Man

*In “The Silver Lining”*

**S**ITTING IN THE OFFICE of the head of a business, I noted a motto under the glass top of his desk that<sup>1</sup> appealed to me. It read: “The measure of a man is the size of the thing it takes to get his goat.”

Seeing that I<sup>2</sup> was copying the motto in my little notebook, the executive smiled. “That motto has meant a lot to me,” he said. “Often-times when I have been about ready to blow up about something or other, I’ve glanced down at the<sup>3</sup> motto, and it has inspired me to be bigger than the problem. It is surprising how we let little things get<sup>4</sup> our goat. We misplace a letter. Our cigarette lighter won’t work. The stenographer makes some foolish errors. The<sup>5</sup> janitor forgets to dust our desk. Many a time I’ve been all hot and bothered about some trifle and let it<sup>6</sup> spoil my whole day. Now, I try to play a kind of game. I mentally challenge problems to get my goat. No matter<sup>7</sup> how big they are, and these days I have some mighty big ones, I try to rise superior to them. I lick them by<sup>8</sup> making a definite effort to relax and remain calm and quiet.”

I know what that executive was talking<sup>9</sup> about! Measured by the size of some of the little things that I’ve allowed to get my goat, I’ve been pretty darn<sup>10</sup> small! That’s why the motto appealed to me . . . it struck home!

Someone has written that it isn’t the mountain ahead that<sup>11</sup> wears us out, it is the grain of sand in our shoe. The little disappointments, the little troubles, the little problems,<sup>12</sup> are often the toughest ones to lick. That’s why I think this motto carries such an inspiration punch. It inspires<sup>13</sup> a man to be bigger than his problems. Write it in your mind: “The measure of a man is the size of the thing<sup>14</sup> it takes to get his goat.” (304)



## By Wits and Wags

BILL: You know that music stool you sold me?

Jim: Yes.

Bill: Well, I've twisted it and turned it in all directions, but I can't get a single note out of it!

\* \* \*

BOSS: You can't ask for a raise like that. You must work yourself up.

Employee: I did; I'm trembling all over.

\* \* \*

NEW BOARDER: Do you believe that death ends all?

Old Boarder: Not always. In this dump a turkey lasts for a whole week after it's dead.

\* \* \*

LECTURER: Allow me before I close to repeat the words of the immortal Webster—

Listener: I'm goin' to get out of here if he's goin' to start in on the dictionary.

\* \* \*

A SCOTCHMAN upon entering a harness shop asked for a single spur.

"What good is one spur?" asked the clerk.

"Well," replied Sandy, "if I can get one side of the horse to go, the other side will have to come with it."

\* \* \*

JUDGE: Could you have settled this argument out of court?

Kelly: Yes, your honor, that's what we were trying to do when the police interfered.

\* \* \*

THERE WAS a timid knock at the door. "If you please, kind lady," said the beggar.

"I've lost my right leg."

"Well, it ain't here," exclaimed the woman.

## Eighteen Marks of an Educated Person

CHARLES F. THWING

Late President Emeritus, Western Reserve University

1. Adequate understanding.
2. A will in which restraint and forcefulness are united.
3. A sense of<sup>1</sup> proportion.
4. Appreciation of conditions.
5. Intellectual hospitality.
6. Altruism.<sup>2</sup>
7. A responsive heart.
8. Moral constructiveness.
9. A religious nature and outlook.
10. An open<sup>3</sup> mind in distinction to a closed mind.
11. Convictions well-reasoned yet inquisitive.
12. Intellectual<sup>4</sup> and moral steadiness united with progressiveness.
13. Easy use of good English or one's native<sup>5</sup> tongue.
14. Power to earn one's living.
15. Appreciation of ordinary business obligations.<sup>6</sup>
16. Acceptableness of manner, or unconscious influence of manners.
17. Courage.
18. Broad<sup>7</sup> and deep interpretation of and devotion to public affairs. (152)

## Key to WWT

(Page 176)

Line

- 1 (1) *I*, not *1st*, (2) delete period
- 4 (3) spell out *New Jersey*
- 5 (4) *Schmidt* not *Shmidt* (5) colon not comma
- 6 (6) *client* not *Client* (7) comma after *client* (8) comma after *Bank* (9) *referred* not *refered*
- 7 (10) *two* spelled out
- 8 (11) *21* not *21st* (12) two spaces after period (13) *\$1,200*, not *\$1,200.00*, (14) *September* not *Septembre* (15) *31* impossible date
- 9 (16) *payable* not *payeable* (17) *ninety* not *ninty* (18) delete space in *bearing*
- 10 (19) *per cent* not *percent* (20) *paid* not *paide* (21) *collateral* not *collatiral*
- 11 (22) *capital* not *capitol* (23) delete double space after *and*
- 12 (24) *each* not *aech*
- 13 (25) *are* not *is* (26) *due* not *dew* (27) *offi-* not *offic-*
- 14 (28) *have* not *has* (29) *settlement* not *settltment* (30) *within* not *with* (31) *week* not *weak*
- 15 (32) *transaction* not *transcation* (33) *their* not *there*
- 16 (34) *settle* not *settel* (35) *immediately* not *immediatly* (36) comma after *immediately* (37) comma after *you* (38) comma after *too*
- 18 (39) *wrong* indention (40) *respond* not *responde* (41) *request* not *reguest*
- 19 (42) *necessary* not *neccesary* (43) *notes* not *note* (44) *Therefore* not *Therefor*
- 20 (45) *week* not *weak* (46) *intend* not *entend*
- 21 (47) *immediately* not *immediate* (48) comma after *immediately* (49) *foreclose* not *forclose* (50) *you* not *us* (51) comma after *course*
- 22 (52) *our* not *your* (53) delete double space after *our*
- 23 (54) *Possibly* not *Possibly* (55) *there* not *their* (56) space between *have* not (57) *paid* not *payed*
- 24 (58) *notes* not *votes* (59) space between *may* *be* (60) *business* not *busines* (61) *setbacks* not *set backs* (62) *prevented* not *pervented* (63) *your* not *you're*
- 25 (64) *obligations* not *obligationes* (65) *promptly* not *promptlyer*
- 26 (66) *to* not *too* (67) *reasonable* not *reason-ible* (68) comma after *officials* (69) comma after *however*
- 27 (70) delete *not* (71) *object* not *obgect* (72) *receiving* not *recieving* (73) *their* not *there* (74) *numerous* not *numerus*
- 28 (75) *from* not *off* (76) comma not semi-colon (77) *don't* not *dont'* (78) delete comma after *in* (79) question mark after *us*
- 29 (80) *offices* not *officers* (81) *five* spelled out (82) *every day* not *everyday*
- 30 (83) *yours* not *your*
- 31 (84) *&* not *AND* (85) period after *INC*



## ON THE LOOKOUT

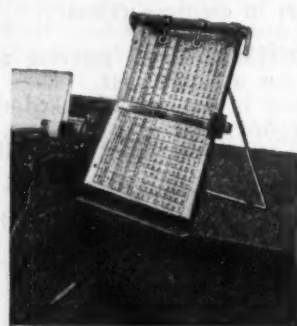
A. A. BOWLE

**10** The Victor Safe & Equipment Company, recently announced the addition to their line of a new type in-and-out indicator panel. An effective directory, showing which persons are absent and when they will return, it can be used to good advantage in school offices, the company claims. A green signal moving over a printed time scale at the right of each name indicates the time each person will return. When the person is present, the signal is placed over the word "In." Typed names are easily changed and all information is protected from dust and dirt by celluloid tubes. The indicator is available in single, duplex, and triplex panels.

**11** Office Products Inc. is preparing a new slip-on label holder designed for attachment to either top or bottom of ring books or bound blank books. Of metal construction, the product has a celluloid window to protect and keep the label clean. A label may be changed without removing holder from book.

**12** Bison Distribution Company has created an improved fire-resistant Protector security box. It has a Yale lock in the lid instead of in the front of the box, thus providing better accessibility in that the box can be opened without removing it from the drawer of the desk. The box has a new type of plastic finish called Hammer-tex and is available in office green, gray, and tan.

**13** Designed to increase a typist's speed, efficiency, and accuracy, a lightweight and versatile typing aid that holds all kinds of copy work in an easy-to-see position is now being introduced, says the Copy Right Manufacturing Corporation.



All steel, the device has an easily adjustable metal blade that points out the exact reading place and makes unruly paper stay "put" even on windy days! Small in size, the unit can hold wide books and paper as well as shorthand books. A patented spring tension grip holds paper firmly in place, and a metal shelf at the bottom acts as a rest for heavy books. The unit can be folded flat to fit into desk drawer. The Stand-By Copyholder has rubber bumpers on front and back, to prevent scratching of desk surface.

A. A. Bowle November, 1948  
The Business Education World  
270 Madison Avenue, New York 16, N. Y.

Please send me, without obligation, further information about the products circled below:

10, 11, 12, 13

Name .....

Address .....

I would also like to know more about:

- ☐ A. B. Dick's mimeograph machines.... (front cover)
- ☐ Remington-Rand's typewriters ..... (page 127)
- ☐ Burroughs' Calculators ..... (page 129)
- ☐ Royal's typewriters ..... (page 131)
- ☐ Gregg's *Training for the Office Typist*... (page 132)
- ☐ Gregg's *How to Use Business Machines*... (page 133)
- ☐ Eraser-Stik ..... (page 134)
- ☐ Esterbrook's shorthand contest..... (page 135)
- ☐ Typewriting Book Holder..... (page 136)
- ☐ Gregg Writer services..... (page 139)
- ☐ Hammond's Adjustable Typing Desk.... (page 140)
- ☐ Gregg's "How to Use" texts..... (back cover)
- ☐ Remington-Rand's Identific Filing Sets.. (back cover)